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ABSTRACT

Pennsylvania's family literacy programs were subjected to a statewide evaluation in 1999-2000. Data were collected through focus groups with parents, a survey of staff in community agencies and organizations, and analyses of program data and the findings of selected assessments administered to adults and children involved in the program. Pennsylvania's family literacy programs were credited with improving adult participants' basic skills and helping them achieve personal goals, enabling their children to meet parents' expectations, helping parents to support their children's literacy development, and giving families access to support services. The children of participating parents entered school ready to learn and were successful in school. However, program impacts on family economic status were mixed. Selected recommendations were as follows: (1) have family literacy providers identify and address changes in their communities that affect delivery of family literacy services; (2) provide family literacy with continued assistance in building effective local collaborations that move beyond simple referral services; (3) have providers identify and implement strategies to increase parents' and their children's participation in family literacy services; and (4) support the family literacy professional development and program improvement systems. (Twenty-five tables/figures/boxes are included. Appendixes present statistical notes for the tables; descriptions of the adult education and early childhood assessment instruments; and eight references.) (MN)

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Pennsylvania's Family Literacy Programs

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Results of a Statewide Evaluation 1999 - 2000

March 2002

...wealth of Pennsylvania, Mark Schweiker, Governor
...da Department of Education, Charles Zogby, Secretary

Report

Report to the Pennsylvania Department of Education
Bureau of Adult Basic and Literacy Education

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Barbara Van Horn
Family Literacy Evaluator

Since 1998, the Bureau of Adult Basic and Literacy Education (ABLE) has administered two family literacy programs. One program is supported with federal funds through the Even Start Family Literacy Program. The second is supported with state funds allocated for family literacy through Pennsylvania's Adult Literacy Act 143.

Family literacy programs address the literacy needs of all members of the family while promoting parents' involvement in their children's education as the children's first teachers and most powerful influence on their academic success. These programs improve educational opportunities of eligible families by integrating early childhood education and adult education in a unified program. They also strive to build on existing community resources, implementing and maintaining local educational partnerships for family learning. A new initiative, the Family Literacy Summer Reading Program, was implemented to expand family literacy services, providing regular literacy-focused activities for parents and children during the summer. Family literacy providers and public librarians were encouraged to jointly plan and offer family literacy activities throughout the summer.

To determine the effectiveness of these family literacy programs, the statewide evaluation has focused on several key questions:

- To what extent did family literacy programs identify and recruit eligible and "most in need" families?
- To what extent did families participate in the educational and support services offered through the family literacy program?
- To what extent did participation in the family literacy program result in positive outcomes for parents and their children?
- To what extent were family literacy providers able to establish and maintain partnerships with existing community resources to support participating families?
- To what extent was the Family Literacy Summer Reading Program successful in supporting partnerships between family literacy providers and public libraries?
- To what extent was the Family Literacy Summer Reading Program successful in engaging families, both those enrolled in family literacy programs and those not enrolled, in participating in reading activities during the summer months?

Findings: Family Literacy Makes a Difference

Programs Served Families Most in Need of Services

During 1999-2000, family literacy providers served 2,016 families. Active participants included 1,927 adults and 2,959 children "most in need of services" in terms of income, employment, and schooling. As such, programs continued to target services to low-income families with young children that also had at least one parent with basic skills needs. Demographic information on participating families indicated that programs successfully enrolled eligible families. On average, families participated in the program for nearly seven months — one month longer, on average, than last year.

Typically, parents received public assistance and were not employed:

- Over half of the families received public assistance.
- Over two-thirds of families reported incomes less than $12,000 per year.
- One-quarter of participating adults were employed either part-time or full-time.

Parents in participating families had limited formal schooling and/or limited proficiency with the English language;

- Three-fourths of native English speakers lacked a high school diploma or equivalent.
- Parents with diplomas showed deficiencies in academic skills when assessed with a standardized basic skills test.
- Nearly half of the non-native speakers of English lacked a high school diploma or equivalent.
- Although half of the non-native speakers of English had higher levels of formal education in their native countries, they lacked English language proficiency.

Family literacy programs served both single parent and two-parent families with young children:

- Mothers continued to be the primary participants with their children.
- Most families continued to enroll one or two children.
- Nearly half of the parents were head or spouse in a two-parent household.
- The average age of the children was four years and one month.

Adults' Basic Skills Improved and Parents Achieved Personal Goals

Adults' academic and English language skills were regularly assessed. Results indicated that:

- Adults demonstrated significant gains in reading, mathematics, language usage, and spelling;
- Adults demonstrated significant gains in oral and written English language proficiency;
- Adults demonstrated significant gains in writing, social studies, science, literature and the arts; and
- Over 80 percent of the adults who set obtaining a General Education Diploma (GED) as a goal and who completed the five GED Tests received passing scores. This is a significant increase over the percentage of adults who set and met this goal last year.
- Half of the adults met at least one personal goal during the program year.

Children Met Parents' Expectations

Parents were asked to set goals for their children. Over one-half of the children met at least one of their parents' expectations during the year.

Parents Supported Their Children's Literacy Development

Family literacy programs measured changes in literacy-related activities that parents engaged in with their children. After participating, results indicated that:

- Parents read to their children more often;
- Children read to their parents and for fun more often;
- Children spent more time with friends and siblings each day;
- Parents took their children to a library, bookmobile, or literacy program more often;
- Parents volunteered in their children's schools more frequently; and
- Parents learned how to find out about and were more comfortable with how their children were doing in school.

Changes from long-term participation in the family literacy program were evident. Long-term participants made significantly larger gains than newer participants in the frequency with which they talked with their children about school and read to their children, their children read to them, and the frequency their children read for fun.

Children Entered School Ready to Learn

Family literacy programs measured children's developmental growth to assess their "readiness for learning." Results demonstrated that children made significant developmental gains in a range of skill areas — emergent literacy, numeracy, and language skills; general cognitive skills; gross and fine motor skills; and social behavior and emotional well-being.

Assessments of children who participated in the program were compared to a similar group of children who had not participated in the program. Results from this comparison indicated that young children who participated in the family literacy program exhibited significantly more growth in most developmental areas than children of the same age who had not participated in the program.

Children Were Successful in School

Elementary school teachers completed a report on each child participating in a family literacy program in his/her classroom. Teacher ratings indicated that:

- Over 80 percent showed gains in skills when rated on overall school performance.
- Among children making gains, 56 percent made progress by moving from a lower category, and 34 percent made progress but stayed in the same category.
- About 80 percent of the children displayed gains in reading, writing, and mathematics over the year.
- Over half of the children were rated proficient or advanced in reading, writing and mathematics at the end of the year.
- 88 percent of the children were promoted to the next grade in school.

Teachers were also asked to indicate additional accomplishments observed during the school year.

- About half of participating children talked positively about school, read more books, had more friends, and were more interested in learning.
- Over one-third of the children also increased their involvement in activities, had higher self-esteem, and shared more information with adults.
- 25 percent of the children displayed fewer discipline problems in the classroom.

Families Gained Access to Support Services

Local networking and support from family literacy staff helped families receive needed support services. As a result of these efforts, 18 percent of families began receiving one or more support services that they were not receiving on entry to the program. Specifically,

- Over one-quarter began receiving transportation and childcare services;
- 20 percent began receiving new employment and training services;
- Nearly 15 percent began receiving professional counseling services;
- 10 percent received health-related services; and

- Although most children did not require educational support services, 18 percent of those requiring services began receiving early intervention, Title I, special education, or English as a second language (ESL) services.

Results Mixed for Family Economic Status

Families experienced some changes to adults' employment status over the program year. Most adults had no change in their employment status or in their receipt of public assistance. For those who experienced changes, however:

- 14 percent obtained either part-time or full-time employment.
- 19 percent of those who had been employed part-time gained full-time employment at the end of the year.
- One-sixth of the families saw a decrease in their dependence on assistance.
- Overall average family income increased from $7,680 to $7,800 by the end of the program year.
- 32 percent of employed adults received benefits — a significantly higher percentage than last year.

Programs Built Community Collaboration

Programs Developed Strong Community Partnerships

Family literacy programs depend on building effective partnerships to serve participants. Findings from a survey of agencies and organizations working with family literacy providers indicated that:

- Nearly all of the respondents had spoken with family literacy staff about the operation of the family literacy program within the past 12 months.
- Nearly all of the educational partners had met with family literacy staff in the past 12 months to discuss integration of the programs' educational components.
- Family literacy providers and their partners believed their relationship had had a positive impact on their organization's mission and purpose.
- Family literacy providers and partners routinely shared information about their programs and referred clients to each other.
- Cross-agency training for staff had increased.

Findings from the survey of agencies and organizations working with family literacy programs underscored both the positive and negative aspects of developing collaborations. On the positive side, bridges were being built among local agencies and organizations serving families.

- Ongoing communication and networking was beneficial.
- Over one-third of respondents reported that partnering with the family literacy program helped them to connect their clients to family literacy services.
- One-quarter reported that the partnership expanded access to information about their services to new populations.

Local collaborations, however, continued to experience problems in terms of ongoing communication and collaborative planning. Nearly one-quarter of the partners reported that communication with the family literacy provider could be improved. Nearly one-fifth of the respondents also reported that collaborative activities could be expanded.

New Partnerships Developed: The Family Literacy Summer Reading Program

The newly initiated Family Literacy Summer Reading Program provided additional opportunities to build community partnerships. As a first-year initiative, the Family Literacy Summer Reading Program was very successful.

Specific outcomes for families who participated in the program included:

- Nearly one-fifth of the participants did not have library cards; however, 80 percent obtained library cards as a result of the program.
- Almost half of the families borrowed materials from their library.
- All borrowed materials for their children and over two-fifths also borrowed materials for themselves.

Parents agreed or strongly agreed that:

- They would take their children to other summer reading activities and to the library more often.
- The activities would help their children retain reading skills over the summer.
- They would participate in story time at the library more often with their children.

Library and family literacy staff were enthusiastic about the Family Literacy Summer Reading program. Issues to be addressed in improving the program included funding cycles, ongoing and open communication among partners, and marketing the program to diverse audiences.

The Family Literacy Summer Reading Program allowed both programs to conduct additional outreach activities to un-served or under-served families in their communities. In addition:

- All participants agreed that families were participating more and were very enthusiastic.
- The program allowed for development of a stronger partnership or establishment of a positive relationship.
- It also provided opportunities to share ideas and plan together.

Conclusions and Recommendations

Conclusions

The evaluation addressed six key questions. Findings indicate that Pennsylvania's family literacy programs are meeting their goals and providing family-centered, integrated educational services for eligible families.

- Family literacy programs continued to recruit eligible and "most in need" families. These families included low-income parents with limited formal schooling and/or limited proficiency with the English language and their young children. Programs served a growing number of adults with English as a second language needs and children aged eight and older.
- Families participated fully in the family literacy program and gained access to needed support services. On average, families participated in the program for seven months — a one-month increase over last year's average length of participation.
- Changes to families' economic status were mixed. Overall, changes in family income were minimal; however, significantly higher percentages of working parents received employer benefits.
- Pennsylvania's family literacy programs were successful in providing education leading to statistically significant improvements in adults' academic skills.
- Parents who had participated in family literacy for over one year made significantly larger gains than short-term participants in the frequency with which they read to their children, their children read to them, and their children read for fun. Long-term participants also talked significantly more to their children about school.
- Preschool children made significant developmental gains in emergent literacy, numeracy, and language skills. Participating children showed significantly more growth in most developmental areas than children of the same age who had not participated in family literacy.
- Elementary school teachers reported that school-aged children demonstrated gains in academic areas and were more positive about schooling.
- Family literacy programs were successful in establishing partnerships with agencies and organizations providing educational and support services. Participation in cross-agency training increased as did partner confidence that their partnership with the family literacy program resulted in a positive impact on their services and on the family literacy program.
- The Family Literacy Summer Reading Program was successful in establishing new and building existing partnerships between family literacy programs and public libraries. Library and family noted that families were participating more and were very enthusiastic about the activities provided.

Recommendations

The findings also suggested several broad areas in which family literacy programs might improve services.

- *Family literacy providers should identify and address changes in their communities that affect delivery of family literacy services.* Changes in the social and economic environment can have serious implications for programs. Local programs should study local data to find trends in the families participating as well as those who exit the program. This examination may lead providers to consider changes in organizational structure, community partners, or the instructional system.
- *Family literacy providers continue to need assistance in building effective local collaborations that move beyond simple referral services.* Family literacy programs depend on building effective partnerships to serve participants. Although cross-agency staff training has increased and partners believe that working with family literacy providers is beneficial, referrals appear to remain the most common form of communication across programs. More in-depth and ongoing communication and development of shared goals — at both state and local levels — must occur if integrated educational services are to become a reality for participating families.
- *Providers should identify and implement strategies to increase parents' and their children's participation in family literacy services.* Hours of instruction are directly related to improved educational outcomes. In addition, to strengthen family literacy as an educational concept that offers an integrated approach to education and to improve outcomes for families, providers should work with their partners to ensure that sufficient attention is focused on involving parents in the parent education component and involving parents and their children in PACT.
- *Efforts should be made to support the family literacy professional development and program improvement systems.* These systems will be essential in helping providers gain the skills and knowledge they need to improve family literacy services.

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Pennsylvania's Family Literacy Programs
Results of a Statewide Evaluation 1999-2000

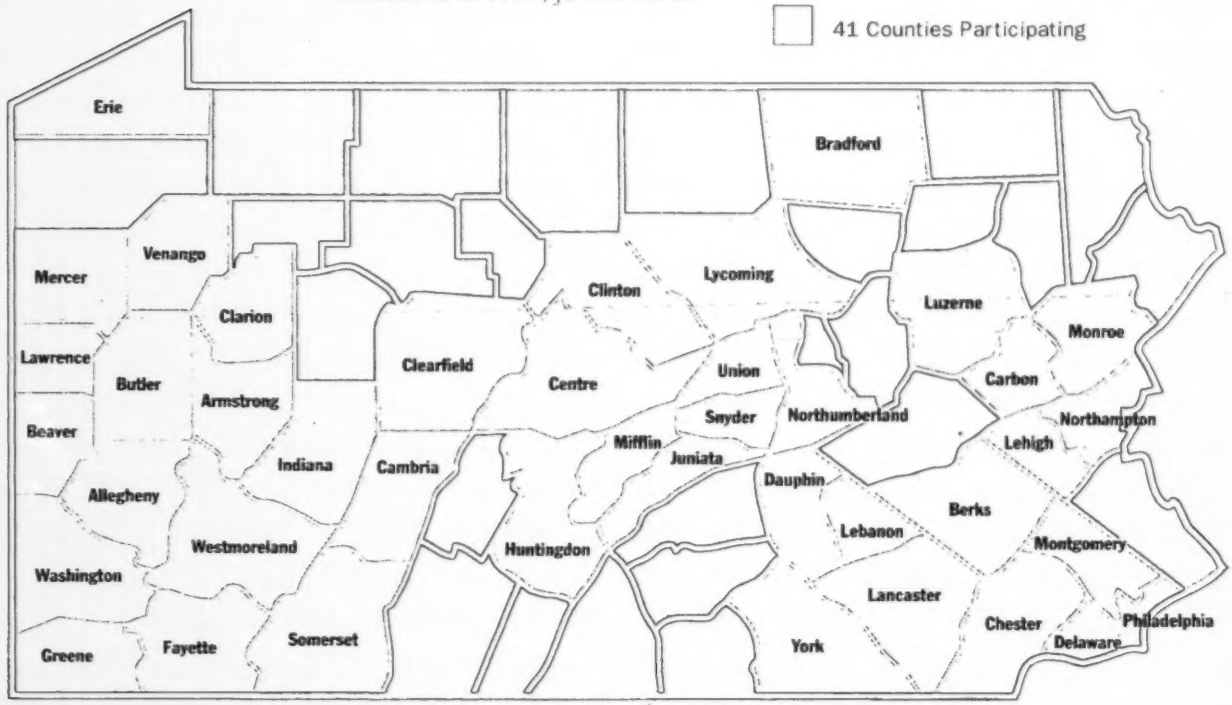
Background

Since 1998, the Bureau of Adult Basic and Literacy Education (ABLE) has administered two family literacy programs. One program is supported with federal funds through the Even Start Family Literacy Program (Elementary and Secondary Education Act, Title I). The second program is supported with state funds allocated for family literacy through Pennsylvania's Adult Literacy Act 143. Beginning in July 1999, additional funds were allocated under Act 143 to develop a Family Literacy Summer Reading Program. Family literacy programs funded in 1998 were eligible to receive these funds.

As of July 1999, 56 family literacy providers offered family literacy services in 41 counties.

- Four new Act 143 programs, established in 1999, joined the 24 Act 143 programs established in 1998.
- Four new Even Start programs, established in 1999, joined the 24 previously established Even Start grantees.
- Of the 56 programs, 36 — or about two-thirds — were in their first or second year of operation.
- Established Even Start programs had been in operation for at least four years (range 4-11 years).
- Newly established programs registered an average of 16 families whereas established programs registered an average of 27 families.

To determine the effectiveness of these family literacy programs, the Bureau of ABLE selected the College of Education's Institute for the Study of Adult Literacy at the Pennsylvania State



University to design and conduct a statewide evaluation. Although the design of Pennsylvania Act 143 and Even Start family literacy programs varies slightly, all have basic characteristics in common. These commonalties made it possible to design an evaluation that draws on common elements.

What is Family Literacy?

Even Start and Act 143 family literacy programs improve the educational opportunities of eligible families by integrating early childhood education and adult education in a unified program.

Both family literacy programs build on existing educational services for adults and for children to provide integrated educational programs to:

- Improve parents' basic academic and literacy skills (adult basic and literacy education);
- Support children's development and emergent literacy skills (early childhood and elementary education); and
- Increase parents' skill and knowledge about their rights and responsibilities as their children's first teacher and partners in their children's education (parent time, parent involvement, parent and child together/PACT).

Family literacy programs also:

- Provide integrated literacy services focusing on family educational needs;
- Establish and maintain community collaborations that build on existing resources; and
- Offer instruction of sufficient duration and intensity to provide families with the tools and support needed to become self-sufficient.

Pennsylvania's family literacy programs offer four instructional components: adult basic and literacy education, parent education and support, structured parent and child together (PACT), and early childhood education. Typically, educational services are offered in an educational center, such as an adult education, Head Start, or local elementary school site; however, some programs also offer home-based services that involve regularly scheduled visits by family literacy staff. Although Even Start and Act 143 family literacy dollars supplement the educational services provided, these programs depend on local collaboration among adult education, early childhood education, and elementary education providers to offer integrated services.

What is the Family Literacy Summer Reading Program?

During the summer months, children's academic skills may decline due to lack of educational experiences and opportunities to practice emerging skills. The Family Literacy Summer Reading Program was developed to expand family literacy services, providing regular literacy-focused activities for parents and children during the summer. Family literacy providers and public librarians were encouraged to jointly plan and offer family literacy activities throughout the summer.

The Summer Reading Program also builds community awareness of the importance of family learning and the availability of family literacy services. To accomplish this, the Summer Reading Program involves both families enrolled in family literacy programs and the general public in summer reading activities. Information about the local family literacy program is readily available at activities.

Finally, the program supports development of effective family literacy partnerships at the community level. Effective partnerships are an essential aspect of a successful family literacy program. The Summer Reading Program partnerships focus on building relationships between family literacy providers and their local public libraries. Once established, these partnerships often continue beyond the summer months to help families develop literacy skills and use the library resources more regularly.

Statewide Evaluation: Determining the Success of Family Literacy Programs

The statewide evaluation focuses on determining the effectiveness of Pennsylvania's family literacy programs in providing integrated family-centered adult literacy and early education and related support services to meet the educational needs of eligible families. The key evaluation questions are:

- To what extent did family literacy programs identify and recruit eligible and "most in need" families?
- To what extent did families participate in the educational and support services offered through the family literacy program?
- To what extent did participation in the family literacy program result in positive outcomes for parents and their children?
- To what extent were family literacy providers able to establish and maintain partnerships with existing community resources to support participating families?

Two additional research questions have been added to address the newly implemented Family Literacy Summer Reading Program. These questions are:

- To what extent was the Family Literacy Summer Reading Program successful in supporting partnerships between family literacy providers and public libraries?
- To what extent was the Family Literacy Summer Reading Program successful in engaging families, both those enrolled in family literacy programs and those not enrolled, in participating in reading activities during the summer months?

The evaluators collect and analyze demographic and assessment data from various sources. They collect data on participating families and conduct focus groups with parents. In addition, evaluators conduct focus groups with family literacy staff and their community partners, collect data from family literacy providers and public libraries regarding the Summer Reading Program, and survey community agencies and organizations that collaborated with the family literacy programs. This report summarizes the results of the evaluation and, where feasible, compares results from the 1999-2000 program year with results from the previous year.

Findings: Family Literacy Makes a Difference

Programs Serve Families Most in Need of Services

Family literacy programs continued to enroll eligible families that were defined as "most in need" in terms of income, employment, and schooling. As such, family literacy programs targeted services to low-income families with young children that also had at least one parent with basic skills needs. (i.e., lacked a high school diploma or had basic skill or English language deficiencies that limited employment).

Income & Employment

Typically, parents received public assistance and were not employed. Several differences between the families' economic and employment status were noted, however, when compared to last year's data:

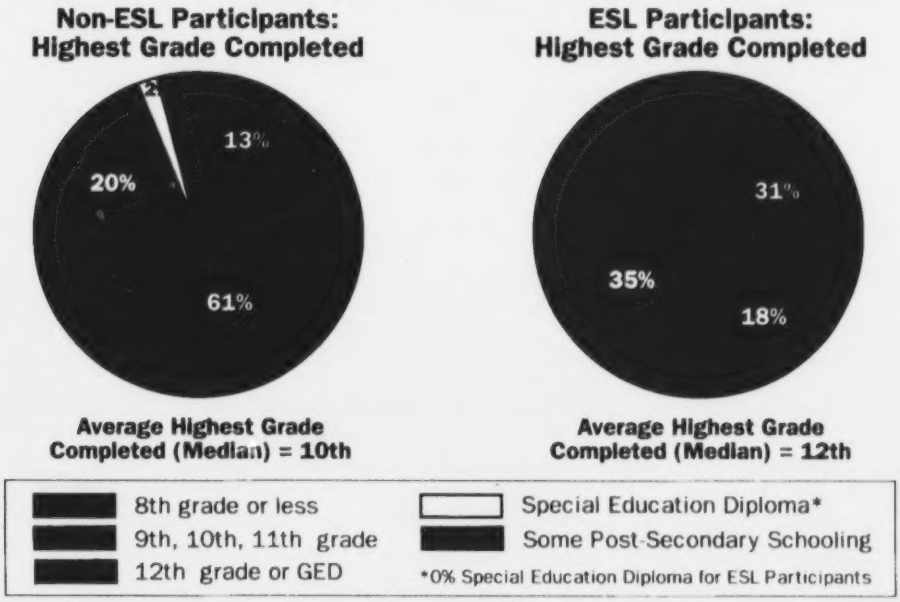
- Fewer families (56 per cent) received public assistance than last year (64 per cent).
- Slightly more participating adults were employed (25 per cent) than last year (22 per cent).
- Of the total number of employed adults, the greatest increase was in the percentage of those adults who were non-native speakers of English.
- More of those employed (28 per cent) reported having jobs that included benefits than last year (20 per cent).
- Fewer families (68 per cent) reported incomes less than $12,000 per year than last year (75 per cent).
- Fewer families (41 per cent) reported incomes less than $6,000 per year than last year[1] (48 per cent).

Significantly fewer families participating in family literacy programs received public assistance during the 1999-2000 program year. It can be assumed that welfare reform initiatives played a significant role in the number of families receiving public assistance.

Interestingly, however, no significant increase was evident in the percentage of adults who were employed either full-time or part-time. When segmented by families in which the adults were native and non-native speakers of English, however, a significantly higher percentage of adults who were non-native speakers of English were employed. Although other variables may contribute, this suggests that the structure of families participating in the program may have shifted to include more dependent teen parents and more adults in two-parent households. In fact, a slightly higher percentage of teen parents were served during 1999-2000. The number of families with limited English proficiency also increased significantly. And, the percentage of participants who were members of two-parent households also increased. Adults who were non-native speakers of English also were more than twice a likely than native English speakers to report being part of a two-parent family. Teen parents and adults in a two-parent household may be less likely to work outside the home, thus accounting for the percentage of employed adults.

Finally, significantly fewer families reported incomes less than $12,000 per year or less than $6,000 per year during the 1999-2000 program year. This may reflect parents' working additional hours or receiving higher hourly wages.

Years of School Completed



It also appears that the percentage of employed adults who had jobs that included benefits increased significantly. Although these two indicators (i.e., income and benefits) suggest movement toward self-sufficiency, it will be interesting to track this over time as economic conditions change.

Schooling

Parents in participating families had limited formal schooling.

- Three-fourths of native English speakers lacked a high school diploma or equivalent.
- Parents with diplomas showed deficiencies in academic skills (i.e., reading, mathematics) when assessed with a standardized test of basic skills.
- Two percent of parents graduated from high school with a Special Education Diploma as compared to one percent last year.
- Some Even Start programs served teen parents still in high school; overall this was three percent of the total number served, a slight increase over the 2.5 percent served last year.

Parents who were non-native speakers of English also had limited English language proficiency.

- Nearly half (49 percent) of the non-native speakers of English lacked a high school diploma or equivalent compared to 31 percent last year.
- Nearly one-third (31 percent) of these adults had completed eight years of formal schooling or less.
- Half (51 percent) of the non-native speakers of English completed 12 years of schooling or had some post-secondary education in their native countries compared to 70 percent with this level of schooling last year.

- Although half of the non-native speakers of English had higher levels of formal education in their native countries, they lacked English language proficiency.

Family literacy programs continued to serve adults with educational needs. The percentage of native English speaking adults lacking a high school diploma or equivalent has remained constant over the past two years. Those adults with high school credentials continued to display basic skills deficiencies when assessed. In addition, the percentage of adults who graduated with a Special Education Diploma doubled from the previous year. In addition, a small increase in the percentage of teen parents still in school was reported. Although the percentages are small, it suggests that providers will need to consider these populations when planning instruction.

A significantly higher percentage of non-native English speaking adults were served in family literacy programs during the 1999-2000 program year. Nearly 20 percent of the adults served in 1999-2000 required English as a second language services as compared to only eight percent last year. Although this is a significant change, the level of these adults' formal schooling may be even more noteworthy. Nearly 20 percent more non-native speakers lacked a high school credential. In addition, almost one-third of those adults had completed eight grades or less of formal education. The overall decrease in these parents' level of formal education and increased need for English as a second language services has serious implications for instructional planning.

Household Status, Ethnicity, and Ages of Participants

Family literacy programs served both single parent and two-parent families:

- Nearly half (46 percent) of the parents registered in Pennsylvania family literacy programs were head or spouse in a two-parent house hold as compared to 37 percent that reported being married last year.
- Non-native English speaking parents were more than twice as likely as native English speakers to be married, 82 percent and 37 percent respectively.

Families participating in the program reflect the racial and enthic populations in the communities where programs operate:

- Half of the families enrolled in the family literacy programs were Caucasian.
- African-American or Hispanic families comprise 46 percent with the remaining families reporting Asian, Native American, or other ethnicities.
- Overall, 20 percent of the families required English as a second language services.

Generally, participating families included a fairly young parent with preschool aged children.

"I appreciate my kids a lot more since I've been in the program. A lot more."

Focus group of parents participating in family literacy program, May 2000

- The average age of the participating adult was 28 years with the majority (60 percent) being between the ages of 21 and 35.
- The average age of the children participating in the program was four years and one month with over three-quarters (65%) being under age five.
- Over one-third (35 percent) of participating children were under the age of two.
- About one-third (30 percent) were between the ages of two and four.
- Over one-third (35 percent) were five years or older.
- Seven percent of the children were eight years and older, a significant increase over last year (3 percent).

Overall, the population being served through family literacy appears to be stable in terms of parents' ages and ethnicity. The significant increase in the number of families that are non-native English speakers has implications for instruction. The significant increase in the percentage of children eight years old and older suggests that greater attention be paid to building effective partnerships with elementary schools in the programs' service areas.

Families Participate Actively in Family Literacy Services

Family literacy programs provided educational services to a substantially higher number of families than in the previous program year. Characteristics of participating families remained relatively stable. Primarily, mothers and their young children participated in all four components of the program. Overall, levels of participation increased, particularly for families in which the adult had English language needs or the parent was a teen or unemployed.

On the other hand, changes related to reasons for participation or withdrawal were noticeable. Although parents continued to enroll to help their children develop skills, significantly more enrolled to improve their academic skills or for self-satisfaction. Significantly more parents listed employment and scheduling conflicts or lack of interest as reasons for withdrawal. These changes have implications for program improvement in the areas of recruitment, program structure, and instructional design.

Family literacy providers registered 2,016 families for participation in their programs. Although some of the registered families did not participate regularly, active participants included 1,927 adults and 2,959 children.

- The number of registered families increased by 23 percent. Although the number of newly funded family literacy programs had an effect on the number of registered families, this did not account for the significant overall increase in the number of families served during the program year.
- The number of participating parents increased by 25 percent, and the number of participating children increased by 36 percent.

Although mothers continued to be the primary participants with their children, other family members were active.

- Most families continued to enroll one or two children; however, the percentage of families registering

two children increased slightly from 22 percent to 26 percent;
- 11 percent of the adult participants were fathers — a slight increase over last year's participation; and
- Four percent of the children continued to participate with a grandmother or another relative.

Families continued to participate in all four components of the family literacy program.
- Overall, 30 percent of families continued to participate in the program from the previous year. A higher percentage (38%) continued to participate in Even Start programs; however, this is significantly lower than the 60 percent of continuing families reported in 1998-1999. The decrease may, in part, be attributed to welfare reform and resulting changes in families' schedules and availability.
- Adults completing a minimum of 12 hours of adult education instruction were enrolled in the program. Based on this definition of enrollment, 80 percent of participating adults were enrolled. This is a significant increase over last year's level of enrollment.
- On average, adults who remained in the program for at least 12 hours accumulated 61 hours of adult education instruction;
- In addition, they participated in an average of 17 hours of parent education and another 18 hours of structured parent and child activities. These percentages, too, are significantly higher than those reported last year.
- Preschool aged children continued to participate, on average, in 130 hours of early childhood education.
- Families also participated in an average of seven home visits, a significant increase over last year's average number of home visits.

Parents learned about the family literacy program from various sources; however, over half learned about or were referred from two sources. The most common sources of information or referrals were from a relative, friend, or acquaintance (31 percent) or from a community/ human services agency (27 percent). Another 29 percent learned about the program from another educational agency or through local media, 15 and 14 percent respectively. Other sources mentioned were referrals from the courts or rehabilitation agencies (6 percent) and group home or other miscellaneous groups (7 percent). From past experience in recruiting for adult or family literacy services, the increase in referrals from relatives and friends indicates that the program is becoming an accepted and preferred avenue for entering the education system. The increase in referrals from community/ human services agencies attests to family literacy providers' expanding connections with local resources and partners.

Parents enrolled in family literacy programs for various reasons. The three most common reasons for enrolling were to:
- Obtain a GED,
- Improve their basic skills, or
- Help their children develop skills.

Other parents enrolled to learn how to help their children with homework, get a job, or for purely social or self-

satisfaction reasons. During 1999-2000, adults were significantly more likely to select self-satisfaction as a reason for participating. Although reported, parents were significantly less likely to mention helping their children develop skills or to help with homework than in the previous year. This change also may reflect parents' growing concerns about building skills for success in the workplace.

On average, families participated in the program for nearly seven months — one month longer, on average, than last year.

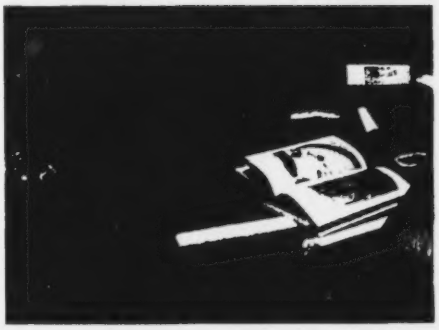
On average, families participated in the program for nearly seven months — one month longer, on average, than last year. Employment status, English language needs, and motivation appeared to impact family participation in the program.

- Families with adults who participated in more than 50 hours of adult education were more likely to be headed by those with English language needs, who were Hispanic or African-American, or who were teen parents.
- Parents who were unemployed or unavailable for work also were more likely to participate than parents who were fully employed or who were in two-parent households.
- Participants listing employment, plans to attend other educational programs, scheduling, or lack of interest in participating in educational services as reasons for withdrawal participated in significantly fewer hours of instruction than families not listing those reasons.
- Parents who withdrew from the program listed employment and scheduling difficulties significantly more often than last year. In addition, a significantly higher number of parents listed lack of interest as a reason for withdrawal. In both cases, the percentage of parents listing these reasons tripled.

No definitive explanations can be made regarding reasons for participation or withdrawal without further research. On the other hand, some of the findings are not surprising based on prior experience with adults in other basic education programs. It is not surprising, for example, that parents with English language needs participated in more than 50 hours of adult education. This particular population often participates in educational programs for longer periods of time than native English speakers. It is also not surprising that parents that were unemployed or not looking for work participated more than parents who were employed. The employed parents had less time to devote to education or to attending a program offered, primarily, during the day. On the other hand, it is not obvious why parents in two-parent households participated less. And, it is not obvious why parents listed a lack of interest in significantly higher numbers than during the previous program year. Studying these questions would provide information useful in guiding programs as they plan schedules and educational services to meet the needs of specific cohorts of families.

Adults' Basic Skills Improve

Family literacy programs chose from a menu of approved standardized instruments to assess adults' academic or English language skills. These instruments included the Tests of Adult Basic Education (TABE), Adult



Basic Learning Examination (ABLE), Basic English Skills Test (BEST), Comprehensive Adult Student Assessment System (CASAS), and the General Education Diploma (GED) and GED Practice Tests[2].

Data from these instruments demonstrated that adults made significant gains in academic and English language skills. While participating in family literacy programs, test scores continue to indicate that:

- Adults demonstrate significant gains in reading, mathematics, language usage, and spelling;
- Adults demonstrate significant gains in oral and written English language proficiency;
- Adults demonstrate significant gains in writing, social studies, science, literature and the arts; and
- Over 80 percent of the adults who set obtaining a General Education Diploma (GED) as a goal and who completed the five GED Tests received passing scores. This is a significant increase over the percentage of adults who set and met this goal last year.

Parents Achieve Personal Goals

On average, each parent set two personal goals during the program year. These goals addressed academic, employment, family, quality of life, and/or English language skills. Overall, one-half of the adults met at least one of their personal goals during the program year.

- Most (78 percent) adults set an academic goal such as taking or achieving the GED, furthering their education, or improving academic skills, and nearly one-third of the adults who set academic goals achieved it during the 1999-2000 program year. This is an increase over the percentage meeting academic goals in the previous year.
- Slightly more than two-fifths (41 percent) set an employment goal such as getting a job or advancing in a job, developing computer skills or decreasing their dependence on public assistance; and slightly more than one-third (35 percent) achieved it during the program year. This is a decrease from last year in the percentage of adults who achieved employment goals.
- One-third (33 percent) of the adults set "quality of life" goals. Quality of life goals included, for example, getting a driver's license, addressing health issues, and becoming a citizen. Overall, 36 percent achieved one of these goals — a significantly higher percentage than those who met "quality of life" goals in the previous year.
- Another 27 percent of adults set goals related to family life, such as developing their parenting skills, improving life for their families, obtaining better housing, or helping children with homework. At the end of the program year, 58 percent of those who set a family goal had achieved it. This, too, is a signifi-

I would never have [taken] any steps to [get my GED]. I've always said I wanted one, but I never took that step. I think [family literacy] makes it easier for people like me that want to do it, but they're afraid to take the first step."

Focus group of parents participating in family literacy program, May 2000

cantly higher percentage than those who met family life goals last year.

- Finally, about one-sixth (17 percent) of the adults set a goal related to improving their English language skills. About half (52 percent) met this goal.

"I like parenting time, because it teaches you new things, [and you spend] time with your children, teaching them to do different things."

Focus group of parents participating in family literacy program, May 2000

Children Meet Parents' Expectations

Parents also were asked to set goals for their children. On average, each parent set between one and two goals for their children. These goals addressed school-related activities, reading, social and emotional development, and health and physical development. Over one-half of the children met at least one of their parents' expectations during the program year.

- Slightly more than three-fourths (76 percent) of the parents set school-related goals for their children. Nearly one-half (46 percent) of the children achieved this goal by improving academic skills or English language skills.
- About one-tenth (9 percent) of the parents also set goals for their children related to increased reading for pleasure or going to the library, and 59 percent of the children met these goals.
- Almost two-fifths (38 percent) of the parents expected their children to develop social and/or emotional skills, such as improving behavior or learning responsibility. Slightly over one-half (52 percent) of the children met these expectations.
- One-fifth (20 percent) of the parents expected their children to be healthy or to develop normally, and 50 percent of the children met this expectation.

Parents Support Their Children's Literacy Development

Family literacy programs measured changes in literacy-related activities that parents engaged in with their children. Parents reported how often they 1) engaged in literacy-related activities with their children, 2) volunteered in their children's classrooms, and 3) contacted their children's school. The results indicated that:

- Parents read to their children more often;
- Children read to their parents more often;
- Children read for fun more often;
- Children spent more time with friends and siblings each day;
- Parents took their children to a library, bookmobile, or literacy program more often;
- Parents volunteered in their children's schools more frequently; and
- Parents had learned how to find about out and were more comfortable with how their children were doing in school.

Changes from long-term participation in the family literacy program were evident. Compared to gains made by newer participants, long-term participants[3] made significantly larger gains in the frequency with which they read to their children, their children read to them, and the frequency their children read for fun. Long-term participants also talked with their children more often about school.

Children Enter School Ready to Learn

Family literacy programs chose among three criterion-referenced, assessment instruments to assess children who ranged in age from birth to five years of age. The instruments included the High/Scope Child Observation Record (COR), Work Sampling System (WSS), Learning Accomplishment Profile-Revised (LAP-R), and Early Learning Accomplishment Profile (ELAP).

Data from the early childhood assessment instruments demonstrated that children made significant developmental gains in a range of skill areas while attending early childhood family literacy programs. These gains suggest that children are acquiring the skills necessary to be "ready for learning" in preparation for school or any other learning environment. While participating in family literacy programs, children demonstrated significant developmental gains in emergent literacy, numeracy, and language skills; general cognitive skills; gross and fine motor skills; and social behavior and emotional well-being.

To determine if participation in a family literacy program had an effect on children's development, assessments of children who participated in the program were compared to a similar group of children who had not participated in the program. Results from this comparison indicate that young children who participated in the family literacy program exhibited significantly more growth in most developmental areas than children of the same age who had not participated in the program[4].

Children Are Successful in School

At the end of the school year, elementary school teachers completed a report on each child participating in a family literacy program in his/her classroom. This informal checklist documented a participating child's overall school performance, progress the child made throughout the year, school attendance, promotion to the next grade, and additional accomplishments observed by the teacher. Definitions for school performance were based on Title I achievement categories used in Pennsylvania elementary schools. Based on these ratings for participating children,

- Over 80 percent showed gains in skills when rated on overall school performance.

"I read that parents who use bigger vocabularies with their children, even when they're younger, as they get older, they comprehend what you're saying and learn how to use [those words]."

Focus group of parents participating in family literacy program, May 2000

Additional Teacher-Reported Accomplishments Of School Aged Children	Percent
Talks positively about school	52%
Is more interested in learning	49%
Reads more books	51%
Has more friends	49%
Has higher self-esteem	37%
Has an increased involvement in activities	40%
Shares more information with adults	36%
Displays fewer discipline problems in the classroom	25%
Goes to the library more often	12%
Other	08%

"He's more interested [in school] now because he sees his mom learning. I think he wants to learn as much as he can now because I told him about getting an education."

Focus group of parents participating in family literacy program, May 2000

- Among those children making gains, 56 percent made progress by moving from a lower category, and 34 percent made progress but stayed in the same category.
- About 80 percent of the children displayed gains in reading, writing, and mathematics over the school year.
- As a result of these gains, over half of the children were rated proficient or advanced in reading, writing and mathematics at the end of the school year.

Teachers also reported that 88 percent of the children were promoted to the next grade in school.

Teachers were also asked to indicate additional accomplishments observed during the school year.

- About half of participating children talked positively about school, read more books, had more friends, and had become more interested in learning.
- Over one-third of the children also showed an increased involvement in activities, had higher self-esteem, and shared more information with adults.
- Moreover, 25 percent of the children displayed fewer discipline problems in the classroom.

The examination of children's attendance, as indicated by teachers at the end of the school year, indicated that attendance patterns were about the same during the first and second halves of the school year. Specifically:

- Over half of children were absent zero to five days in both the first and second halves of the school year.
- About one-quarter of the children missed six to 10 days during both halves of the school year.
- About one-sixth of the children missed 11 days or more during each half of the school year.

Families Gain Access to Support Services

Families often face barriers that limit their ability to participate in family literacy programs. Program staff attempt, therefore, to connect families with services that support the parents' and children's continued participation in family literacy. Family literacy staff, working with partners and local agencies, helped

families in receiving needed support services. As a result of these efforts, 18 percent of families began receiving one or more support services that they were not receiving on entry to the program. Specifically,

- Over one-quarter began receiving transportation and childcare services;
- 20 percent began receiving new employment and training services;
- Nearly 15 percent began receiving professional counseling services;
- 10 percent received health-related services;
- 6 percent received services of a translator; and
- Although the majority of children in the program did not require educational support services, 18 percent of those requiring services began receiving early intervention, Title I, special education, or English as a second language (ESL) services.

With the exception of transportation services, the 1999-2001 program year saw a significant decrease in the support services provided by community agencies. This was true for health-related, professional counseling, childcare, translation, and employment and training services. Family literacy providers and their partners, however, continued to provide services at levels similar to those reported in 1998-1999 with the exception of employment and training and translation services, both of which were reduced during 1999-2000.

Results Mixed for Family Economic Status

Families experienced some changes to adults' employment status over the program year. Although most adults had no change in their employment status, for those who experienced changes,

- 14 percent obtained either part-time or full-time employment.
- 19 percent of those who had been employed part-time gained full-time employment at the end of the year.
- Nearly as many (17 percent), however, moved from part-time employment to unemployment but available for work, and another 11 percent moved from part-time employment to not looking for work during the same time.
- For those employed full-time at entry into the program, 14 percent became employed part-time, 12 percent were unemployed but avail able for work, and 7 percent were not looking for work.

Families also experienced some changes in their use of public assistance.

- Significantly fewer adults were receiving public assistance when they entered the program or at the end of the program year.
- One-sixth (16.7 percent) of the families saw a decrease in their dependence on assistance.
- One-tenth (9.6 percent) of the families began receiving public assistance during the program year, a significantly larger percentage than last year.

Finally, families experienced some changes to family income over the program year.

- 70 percent of the families had no change to their family income during the program year.
- Overall average family income

"...[The family literacy teachers are] really nice people, and they will help you with reading or writing or math. Or, maybe, if you need help with your children, or something, they can help you with [that, too]."

Focus group of parents participating in family literacy program, May 2000

increased from $7,680 to $7,800 by the end of the program year; however, the average gain and overall level of income is lower than family income in the previous year.
- On the other hand, the percentage of employed adults receiving benefits from their employers increased from 29 percent to 32 percent. This is a significantly higher percentage than last year.

Changes were mixed in the area of families' economic status. Only small numbers of participants were working yet fewer were receiving public assistance. And, although some families decreased their dependence on public assistance, others began receiving assistance during the program year. Overall changes in family income were minimal; however, significantly higher percentages of working parents received employer benefits. Participation in family literacy programs appears to help families economically to some extent; however, the mixed results are likely to reflect local economic considerations rather than participation in the program.

Programs Build Community Collaboration

Family literacy programs depend on building effective partnerships to serve participants. Each program must provide adult education, early childhood education, parent education, and joint parent and child activities. In addition, family literacy staff often act as a liaison, assisting parents in accessing other community resources. The range

of these services necessitates community networking and collaboration to meet the families' educational and support services needs.

Collaboration can be defined in various ways, depending on the level of commitment to common goals and sharing resources (Kagan, 1991; Melaville and Blank, 1991). Collaboration involves developing common goals to address issues and situations beyond any of the partner agencies' usual responsibilities. As a result of these common goals, collaborators pool resources and jointly plan and implement new services or procedures. A less intense level of commitment is cooperation. In cooperation, partners help each other meet their respective organizational goals. This usually occurs without making changes to the services they currently provide or in regulations governing them.

Winer (2000) also suggests, however, that programs should focus on key partners in developing collaborative efforts. In family literacy, key partners are adult education providers, early childhood education providers, and parent education providers. Therefore, family literacy programs must bring adult educators, preschool and elementary education teachers, daycare

providers, and community educators specializing in parent and life skills education to the negotiating table. These are the partners who must collaborate to ensure that the family literacy approach to education is both efficient and effective. Other partners, such as health providers or food service and transportation providers, may cooperate with or coordinate services to meet the needs of participating families, but they are not the key partners in most instances.

Programs Develop Strong Community Partnerships

Surveys were sent to agencies and organizations that family literacy providers had listed as partners and local collaborators. Responses were received from agencies and organizations working with 50 family literacy providers, representing 89 percent of the providers. Overall, 80 percent reported that they had been partners with the family literacy provider for one year or longer. Nearly half (47 percent) reported that they had worked with their local family literacy program for two years or more.

Over half (56 percent) of the respondents provided educational services. The remaining respondents (44 percent of total) provided a variety of support services. These services included library services, food services, education or career counseling, transportation, child care/babysitting, early intervention, job training, health screening, or housing assistance.

Nearly all of the respondents (97 percent) had spoken with family literacy staff about the operation of the family literacy program within the past 12 months. In fact, almost two-thirds (63 percent) reported that they spoke with family literacy staff at least once every two months in the past year regarding program operation. Somewhat fewer met during the past year to talk about the needs of specific families (84 percent) or the progress of specific families (78 percent) served in the family literacy program.

Family literacy providers have been successful in creating partnerships to provide the educational components. Nearly all (92 percent) of the educational partners had met with family literacy staff in the past 12 months to discuss integration of the programs' educational components. In the past year, 89 percent of these educational partners met with family literacy staff to discuss the progress of specific participants, and 83 percent have met to plan instruction. Fewer (71 percent) met to plan special events for the families.

Generally, family literacy providers also have established procedures with their partners for sharing information about their programs and for referring clients to each others' services. Over three-quarters of the respondents provided referrals (79 percent) and information about their agencies (78 percent) to their family literacy partners. Slightly fewer reported that they received information (73 percent) and referrals (66 percent) from the family literacy providers.

Slightly more than one-quarter (26 percent) of the respondents also reported that they provided training for family literacy staff. A little less than one-quarter (24 percent) reported that

"Programs should focus on key partners in developing collaborative efforts"

family literacy providers offered training for their staff. Respondents noted differences, however, in the level of participation on advisory boards. Nearly two-fifths (37 percent) of the respondents reported attending family literacy advisory board meetings. On the other hand, only one-fifth (20 percent) reported that family literacy providers attended their agency advisory board meetings.

Winer (2000) notes that "Collaboration is a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve results they are more likely to achieve together than alone." (page 24) Family literacy providers have worked to create community collaborations. Some are certainly more successful than others. All take a considerable amount of time and effort, and all can certainly be improved. However, it appears that the agencies that are working with family literacy providers are generally satisfied with their relationship to the family literacy program. Overall, family literacy partners have found that their relationship with the family literacy program has had a positive impact on their organization's mission and purpose. In turn, they also believe that their organization has had a positive impact on the family literacy program'ss mission and purpose. Based on these responses, it appears that family literacy providers have made progress at the local level in convincing partners that they can achieve more benefits for families by working together than by working alone.

Findings from the survey of agencies and organizations working with family literacy programs underscored both the positive and negative aspects of developing collaborations. On the positive side, bridges were being built among local agencies and organizations serving families. Ongoing communication and networking among agencies serving family literacy participants was beneficial. Over one-third of respondents reported that partnering with the family literacy program helped them to connect their clients to family literacy services. Another quarter reported that the partnership expanded access to information about their services to new populations.

On the other hand, local collaborations continued to experience problems in terms of ongoing communication and collaborative planning. Nearly one-quarter of the partners reported that communication with the family literacy provider could be improved. Nearly one-fifth of the respondents also reported that collaborative activities could be expanded. Changes in these two areas would provide opportunities for more timely sharing of accurate information about program services and sharing of planning and responsibility for program success.

New Partnerships Develop: The Family Literacy Summer Reading Program

The newly initiated Family Literacy Summer Reading Program provided additional opportunities to build community partnerships. This program, coordinated with the public libraries' regular summer reading

program, focused on enhancing parent and child literacy activities and on publicizing the availability of family literacy and library services to the general public. Family literacy programs operating in 1998-1999 received additional funding to develop the summer reading program in cooperation with a library partner.

As a first year initiative, the Family Literacy Summer Reading Program was very successful. Activities were conducted throughout the communities; however, over half (58 percent) were held in public libraries. Other activities took place in family literacy centers, school district libraries, and various community locations, such as parks and malls. Close to 20,000 families attended over 1,500 family literacy summer reading activities. Of this number, eight percent were families enrolled in family literacy programs while the rest were families from the community.

Specific outcomes for families who participated in the program included:

- Nearly one-fifth (16 percent) of the participants were not current library holders; however, 80 percent of those individuals obtained library cards as a result of the program.
- Almost half (49 percent) of participating families borrowed materials from their library during summer reading activities.
- Although all of the families reported borrowing materials for their children, over two-fifths (41 percent) also borrowed materials for themselves.

Parents appeared to be satisfied with the summer reading program. Survey respondents agreed or strongly agreed that:

- They would take their children to other summer reading activities (95 percent).
- They would take their children to the library more often (90 percent).
- The activities would help their children retain reading skills over the summer (88 percent).
- They would borrow materials from the library more often (86 percent).
- They would participate in story time at the library more often with their children (85 percent).

Library and family literacy staff who participated in focus groups were enthusiastic about the Family Literacy Summer Reading program. They openly shared both the barriers they experienced in implementing the new program and their first-year successes.

Barriers were not unexpected and parallel many of the issues faced in any community partnership. Focus group participants mentioned several issues.

- Funding for the Family Literacy Summer Reading Program is on a different fiscal year than the public library funding cycle. As a result, some librarians found it difficult to prepare for and integrate new summer reading activities in a timely manner.

"[Our library] prides itself on being not just a library but a unique and diverse community service. [The family literacy program] has fit perfectly into our mission and, like us, they are willing to explore new ideas and avenues to offer programs that creatively respond to the needs of our service area."

Family Literacy Summer Reading Program Librarian, survey response, July 2000

- Open and ongoing communication was difficult to establish and maintain, particularly for programs in which the partnership between the family literacy program and public library was new. Lack of communication regarding guidelines, expectations, and reporting requirements caused difficulties.
- The organizational cultures of family literacy programs and public libraries differ in significant ways. Although both believe strongly in serving families in the community, their service approaches and philosophies may cause misunderstandings. For example, family literacy staff were often unaware of the breadth of library programs, and librarians were unaware of family literacy and the eligibility requirements for family participation.
- Unfortunately, families enrolled in family literacy programs — and other low-income families — do not generally frequent the public library. They do not fit a typical library "patron profile." As a result, family literacy programs found it difficult to recruit families for their programs through summer reading activities at the library. And, conversely, some library patrons were unwilling to attend programs advertised as "literacy" events.

On the other hand, focus group participants also mentioned the successes they experienced. All participants agreed that families were participating more and were very enthusiastic. In addition, the Family Literacy Summer Reading Program allowed both programs to conduct additional outreach activities to unserved or underserved families in their communities. Other successes included:

- Most participants reported development of a stronger partnership with each other or in establishing a positive relationship.
- Staff valued the opportunities to share ideas and plan together.
- Additional funds allowed programs to add staff to help support the activities, increase library collections, provide transportation or daycare that allowed families to participate in activities, and provide outreach to under-served populations (e.g., story mobile).
- Library and family literacy programs experienced greater visibility in the community.
- Library staff reported that the partnership helped improve their relationships with parents.

Conclusions and Recommendations

Conclusions

The evaluation addressed six key questions. Findings indicate that Pennsylvania's family literacy programs are meeting their goals and providing family-centered, integrated educational services for eligible families.

To what extent did family literacy programs identify and recruit eligible and "most in need" families?

Evaluation findings indicated that family literacy programs did recruit eligible and "most in need" families. Eligible families were those with young children and with at least one adult having an educational need. All enrolled families had young children. Parents also had

limited formal schooling and/or limited proficiency with the English language. Generally, parents enrolled in family literacy programs received public assistance and were not employed. Programs served a growing number of adults with English as a second language needs and children aged eight and older.

To what extent did families participate in the educational and support services offered through the family literacy program?

The findings also indicated that families participated fully in the family literacy program and gained access to needed support services. Generally, families participated in the program for seven months — a one month increase over last year's average length of participation. During that time, parents and children participated together in PACT and other family activities. Parents also participated in adult basic and parent education while their children participated in preschool and elementary education or developmentally appropriate childcare. With the help of family literacy staff, families also began to receive additional support services, as necessary.

To what extent did participation in the family literacy program result in positive outcomes for parents and their children?

Pennsylvania's family literacy programs were successful in providing education leading to statistically significant improvements in adults' academic skills; however, changes to families' economic status were mixed. While participating in family

literacy programs, adults significantly improved their academic or English language skills. Overall, changes in family income were minimal; however, significantly higher percentages of working parents received employer benefits.

Parents reported that they had increased the number and types of literacy-related activities they participated in with their children. Parents also volunteered in their children's schools and took children to the library more often. Comparisons of parents who had participated in family literacy for a short time to those who had been participating over one year indicated that parents with longer participation made significantly larger gains in the frequency with which they read to their children, their children read to them, and their children read for fun. Long-term participants also talked significantly more to their children about school.

These programs also had a positive impact on preschool children's readiness to learn

and school-age children's success in school. Preschool children made significant developmental gains in emergent literacy, numeracy, and language skills. In fact, a comparison of outcomes revealed that participating children showed significantly more growth in most developmental areas than children of the same age who had not participated in family literacy. Elementary school teachers reported that school-aged children demonstrated gains in academic areas, and were more positive about schooling. These changes in skills and behaviors attest to family literacy programs' ability to impact family learning.

To what extent were family literacy providers able to establish and maintain partnerships with existing community resources to support participating families?

Overall, family literacy programs were successful in establishing partnerships with agencies and organizations providing educational and support services. Although most relationships appear to involve sharing resources and referrals, an increase in cross-agency training was noted. Cross-training provides the opportunity for staff in different agencies and programs to communicate and develop relationships, a key aspect in building collaborations. Community partners expressed confidence that their partnership with the family literacy program had had a positive impact on their services and that they had had the opportunity to positively impact the family literacy program.

To what extent was the Family Literacy Summer Reading Program successful in supporting partnerships between family literacy providers and public libraries?

The Family Literacy Summer Reading Program was successful establishing new and building existing partnerships between family literacy programs and public libraries. Library and family literacy staff stated that the Family Literacy Summer Reading Program had been successful in providing opportunities to conduct outreach activities to underserved populations and provided both programs greater visibility in the community. Staff also appreciated opportunities to share ideas and plan together.

To what extent was the Family Literacy Summer Reading Program successful in engaging families, both those enrolled in family literacy programs and those not enrolled, in participating in reading activities during the summer months?

In the first year of the program, 20,000 families attended over 1,500 family literacy summer reading activities across the Commonwealth. Parents borrowed library materials for their children and themselves. They agreed that they planned to attend other summer reading activities and to take their children to the library more often after participating in the summer program. Library and family also noted that families were participating more and were very enthusiastic about the activities provided through this program.

Recommendations

The findings also suggested several broad areas in which family literacy programs might improve services.

Family literacy providers should identify and address changes in their communities that affect delivery of family literacy services.

Programs often focus on recruitment and retention as key problem areas. In some cases, these problems are truly recruitment issues, particularly for new programs with limited experience in identifying and contacting eligible families. As indicated in the 1998-1999 report, however, once programs become established, the number of families those programs identify and enroll is similar to numbers enrolled in established programs.

On the other hand, changes in the social and economic environment can have serious implications for programs. Local programs should study local data to find trends in the families participating as well as those who exit the program. This examination may lead providers to consider changes in organizational structure, community partners, or the instructional system. The following two examples illustrate trends based on data and providers' possible considerations for program changes.

Adapting to Economic Changes

Economic changes, including welfare reform and employment, might suggest changes to a program's organizational structure or instructional system. For example, statewide data suggests that fewer parents were receiving assistance on entry to the program. In addition, more parents listed employment and scheduling as reasons for leaving the program. Providers noticing these trends might *consider changes in their instructional system, putting more emphasis on work-based learning and job readiness to meet the needs of un- or underemployed parents* who are looking for ways to improve job prospects. Providers should also consider changes in the organizational structure to better meet the needs of working parents. Programs should *consider late afternoon or evening programs or distance education options* to encourage working parents to persist in the program. Serving working parents also presents difficulties related to intensity of services. This is an issue that Migrant Even Start providers have faced, and no easy solution exists for balancing retention of working parents with the need to participate in sufficient hours of instruction to realize meaningful educational development.

If you do what you've always done, you'll get what you've always gotten.

Anonymous

Adapting to Changes in Family Characteristics

Changes in the ethnicity, culture, or age of the parent in participating families might suggest changes in a program's instructional system or in networking with community partners. The statewide evaluation data suggest that the number of families in which English is a second language is increasing in family literacy programs. This trend may affect only specific locations in the Commonwealth; however, in those locations, the trend suggests that programs need to *reassess and adapt curriculum and instructional strategies* to meet the educational needs of these

families. In addition, the data indicate that Even Start programs are serving more teen parents and children eight years old and older. These changes, though slight overall, suggest that *providers review and develop stronger connections with community partners,* such local area elementary and high schools.

Family literacy providers continue to need assistance in building effective local collaborations that move beyond simple referral services.

Although some programs had established collaborative relationships, little evidence existed that more meaningful levels of commitment were established. As reported in the 1998-1999 report, it appears that two situations continue to limit collaborations. First, family literacy programs are mandated to collaborate with local entities to provide integrated educational services. On the other hand, potential collaborating agencies and organizations are not required to do so. In addition, local entities may not have sufficient funds to share with family literacy programs. For example, Federal legislation allows for Title I, Part A funds in local school districts to be used to support family literacy activities. Few school districts, however, have been willing, as yet, to reallocate any portion of those funds to support family literacy in their communities. These situations continue to suggest that policies governing the various agencies serving families should be examined and revised to reduce barriers to collaboration.

In addition to the situations mentioned above, community partners reported that ongoing communication and collaborative planning continue to be weaknesses in their relationships with family literacy partners. Partners also reported, however, that the amount of cross-agency training had increased dramatically. This type of training should be encouraged as a way to increase communication and build relationships. In addition, family literacy staff should attempt to attend partners' advisory group meetings more often as a way to increase communication.

Providers should identify and implement strategies to increase parents' and their children's participation in family literacy services.

Hours of instruction are directly related to improved educational outcomes. Parents who participate in the program longer, for example, made significantly greater gains in the amount of time they spent reading to their children and talking to their children about school. Outcomes for parents and children were significant overall; however, the average hours of instruction were low. In fact, on average, an enrolled parent participated in less than nine hours per month of adult education and only two and a half hours per month each of parent education and PACT. In addition, only 8 percent of families enrolled in the family literacy programs participated in the new Family Literay Summer Reading program.

Parent education and PACT are the two components that provide — or should provide — many of the connections between the adult education and early childhood education components in the program. These are the two areas that, in a sense, define family literacy as an approach different from adult and early childhood education systems that operate independently. To strengthen family literacy as an educational concept that offers an integrated approach to education and to improve outcomes for families, providers should work with their partners to ensure that sufficient attention is focused on involving parents in the parent education component and parents and their children in PACT. Efforts also should focus on encouraging families' participation in the Summer Reading program.

Efforts should be made to support the family literacy professional development and program improvement systems.

The Bureau of Adult Basic and Literacy Education has supported a comprehensive statewide professional development and technical assistance system for family literacy providers. This system has been of great assistance to providers at the beginning stages of establishing a family literacy program as well as helping all family literacy personnel build knowledge and skills based on the latest research related to program administration, collaboration, and instructional approaches. In addition the Bureau has been developing a local program improvement system that will assist programs in evaluating themselves and identifying areas for study and improvement. These statewide systems will be essential in helping providers gain the skills and knowledge they need to identify areas for program improvement and to address recommendations from this evaluation.

End Notes

1 Information about job benefits was available for only about one-half of the employed adults during both program years. Consequently, it is difficult to draw conclusions about these changes in adults' receipt of benefits.

2 Although pre-posttest results from the ABLE and CASAS are included in the tables, the number of adults completing the assessments is small, marking it difficult to draw reliable conclusions concerning skill gains.

3 On average, there was a six-month gap between pretest and posttest administration of the Parent-Child Literacy Activities Checklist for new participants and a 17-month gap for long-term participants. New participants had been in the family literacy program for at least three months but less than 12 months while the long-term participants had been in the program at least 12 months.

4 See relevant tables and discussion in Tables section of report for additional information.

Table 1. Participant Characteristics: Families' Income and Adults' Employment Status

Characteristic	Even Start Programs Number	Even Start Programs Percent	Act 143 Programs Number	Act 143 Programs Percent	Total Number	Total Percent
Family Income						
Less than $3,000	166	16%	140	20%	306	17%
$3,001 to $6,000	221	21%	198	29%	419	24%
$6,001 to $9,000	153	14%	111	16%	264	15%
$9,001 to $12,000	131	12%	66	9%	197	11%
$12,001 to $15,000	107	10%	51	7%	158	9%
$15,001 to $19,000	109	10%	33	5%	142	8%
Over $19,000	173	16%	94	14%	267	15%
Total	1060	99%	693	100%	1753	99%
Average Family Income (median)	$7,500		$7,500		$7,500	
Employment Status						
Employed Full-time	166	14%	62	8%	228	11%
Employed Part-time	187	15%	67	9%	254	13%
Employed, Not Specified	20	2%	3	0%	23	1%
Unemployed, Available for Work	471	39%	435	56%	906	46%
Not Looking for Work	222	18%	64	8%	286	14%
Unavailable for Work	144	12%	149	19%	293	15%
Total	1210	100%	780	100%	1990	100%
Employment Status by ESL/ Non-ESL Status						
Among ESL Participants						
Employed Full-time	60	21%	8	8%	68	18%
Employed Part-time	30	11%	5	5%	35	9%
Employed, Not Specified	0	0%	3	3%	3	1%
Unemployed, Available for Work	85	30%	49	48%	134	35%
Not Looking for Work	85	30%	25	24%	110	29%
Unavailable for Work	22	8%	12	12%	34	9%
Total	282	100%	102	100%	384	101%
Among Non-ESL Participants						
Employed Full-time	84	10%	51	8%	135	9%
Employed Part-time	147	17%	61	9%	208	14%
Employed, Not Specified	20	2%	0	0%	20	1%
Unemployed, Available for Work	369	42%	370	56%	739	48%
Not Looking for Work	137	16%	38	6%	175	11%
Unavailable for Work	121	14%	136	21%	257	17%
Total	878	101%	656	100%	1534	100%
Among Employed Participants: Job Includes Benefits						
Yes	57	28%	24	28%	81	28%
No	143	72%	61	72%	204	72%
Total	200	100%	85	100%	285	100%
Average Number of Hours Worked Per Week (mean)	29.8		31.4		30.4	
On Public Assistance						
Yes	589	49%	490	67%	1079	56%
No	602	51%	238	33%	840	44%
Total	1191	100%	728	100%	1919	100%

Table 2. Participant Characteristics: Adults' Educational Attainment

Characteristic	Even Start Programs Number	Even Start Programs Percent	Act 143 Programs Number	Act 143 Programs Percent	Total Number	Total Percent
Highest Grade Completed						
Among Non-ESL Participants						
8th grade or less	126	14%	73	11%	199	13%
9th grade	177	20%	110	17%	287	19%
10th grade	187	21%	145	22%	332	22%
11th grade	174	20%	133	21%	307	20%
12th grade or GED	170	19%	141	22%	311	20%
Special Education Diploma	20	2%	12	2%	32	2%
Some Post-secondary Schooling	23	3%	30	5%	53	4%
Total	877	99%	644	100%	1521	100%
Average Highest Grade Completed (median)	10		10.5		10	
Among ESL Participants						
8th grade or less	98	35%	19	20%	117	31%
9th grade	32	11%	5	5%	37	10%
10th grade	11	4%	6	6%	17	5%
11th grade	10	4%	3	3%	13	3%
12th grade or GED	89	32%	41	44%	130	35%
Special Education Diploma	0	0%	0	0%	0	0%
Some Post-secondary Schooling	39	14%	19	20%	58	16%
Total	279	100%	93	98%	372	100%
Average Highest Grade Completed (median)	10.5		12		12	
Adult Participant Is Still in High School						
Yes	45	5%	0	0%	45	3%
No	782	95%	618	100%	1400	97%
Total	827	100%	618	100%	1445	100%

Tables

Table 3A. Participant Characteristics: Adults' Household Status and Ages of Registered Participants

Characteristic	Even Start Programs Number	Even Start Programs Percent	Act 143 Programs Number	Act 143 Programs Percent	Total Number	Total Percent
Household (HH) Status						
Head of Single Parent HH	454	37%	315	40%	769	38%
Head or Spouse/Partner in 2-parent HH	611	50%	321	41%	932	46%
Head or Spouse/Partner, No Dependents	5	0%	5	1%	10	1%
Dependent Member of HH	87	7%	34	4%	121	6%
Dependent and Single Parent	54	4%	20	3%	74	4%
Living in Group Quarters	19	2%	77	10%	96	5%
Living Alone	3	0%	5	1%	8	0%
Total	1233	100%	777	100%	2010	100%
Household Status by ESL/Non-ESL Status						
Among ESL Participants						
Head of Single Parent HH	34	12%	17	17%	51	13%
Head or Spouse/Partner in 2-parent HH	235	83%	80	79%	315	82%
Head or Spouse/Partner, No Dependents	1	0%	3	3%	4	1%
Dependent Member of HH	7	2%	1	1%	8	2%
Dependent and Single Parent	0	0%	0	0%		
	0	0%				
Living in Group Quarters	5	2%	0	0%	5	1%
Living Alone	0	0%	0	0%	0	0%
Total	282	99%	101	100%	383	99%
Among Non-ESL Participants						
Head of Single Parent HH	401	45%	286	44%	687	45%
Head or Spouse/Partner in 2-parent HH	334	38%	230	35%	564	37%
Head or Spouse/Partner, No Dependents	4	0%	2	0%	6	0%
Dependent Member of HH	79	9%	33	5%	112	7%
Dependent and Single Parent	54	6%	20	3%	74	5%
Living in Group Quarters	14	2%	76	12%	90	6%
Living Alone	2	0%	5	1%	7	0%
Total	888	100%	652	100%	1540	100%

Table 3B. Ages of Registered Participants

Characteristic	Even Start Programs Number	Even Start Programs Percent	Act 143 Programs Number	Act 143 Programs Percent	Total Number	Total Percent
Age of Registered Adults (as of 7/1/99, adjusted for entry after 7/1/99)						
17 and under	114	9%	30	4%	144	7%
18 to 20	204	15%	108	14%	312	15%
21 to 25	309	23%	173	22%	482	23%
26 to 35	483	37%	304	38%	787	37%
36 to 50	187	14%	163	21%	350	17%
51 to 65	21	2%	12	1%	33	1%
66 and over	0	0%	1	0%	1	0%
Total	1318	100%	791	100%	2109	100%
Average Age (mean)	28 yrs.		29 yrs.			28 yrs.
Age of Registered Children (as of 7/1/99, adjusted for entry after 7/1/99)						
Less than 12 months	235	13%	112	11%	347	12%
12 to 23 months (1 year)	235	13%	112	11%	347	12%
24 to 35 months (2 year)	222	12%	110	11%	332	11%
36 to 47 months (3 year)	269	14%	131	13%	400	14%
48 to 59 months (4 year)	291	16%	169	16%	460	16%
60 to 71 months (5 year)	212	11%	131	13%	343	12%
72 to 83 months (6 year)	167	9%	87	8%	254	9%
84 to 95 months (7 year)	112	6%	77	8%	189	7%
96 months and over (8+ years)	110	6%	92	9%	202	7%
Total	1853	100%	1021	100%	2874	100%
Average Age (mean)		4 yrs.	4 yrs., 4 mo.		4 yrs., 1 mo.	

Table 4. Participant Characteristics: Ethnicity and Adults' Need for ESL Services

Characteristic	Even Start Programs Number	Even Start Programs Percent	Act 143 Programs Number	Act 143 Programs Percent	Total Number	Total Percent
Race/Ethnicity of Registered Adults						
Caucasian	624	50%	400	51%	1024	50%
African American	288	23%	245	31%	533	26%
Hispanic	309	24%	108	14%	417	20%
Asian	29	2%	27	3%	56	3%
Native American	10	1%	3	0%	13	1%
Total	1260	100%	783	99%	2043	100%
Race/Ethnicity of Registered Children						
Caucasian	804	45%	447	49%	1251	46%
African American	473	27%	291	32%	764	28%
Hispanic	458	26%	125	14%	583	22%
Asian	44	2%	34	4%	78	3%
Native American	24	1%	3	0%	27	1%
Other	66	4%	35	4%	101	4%
Adults Are ESL Participants						
Yes	287	24%	102	13%	389	20%
No	913	76%	662	87%	1575	80%
Total	1200	100%	764	100%	1964	100%

Table 5. Family Participation

Characteristic	Even Start Programs Number	Even Start Programs Percent	Act 143 Programs Number	Act 143 Programs Percent	Total Number	Total Percent
Relationship of Adult to Registered Children						
Mother	1132	84%	686	85%	1818	84%
Father	147	11%	82	10%	229	11%
Grandmother	30	2%	14	2%	44	2%
Grandfather	4	0%	0	0%	4	0%
Other Relative	25	2%	19	2%	44	2%
Other	10	1%	7	1%	17	1%
Total	1348	100%	808	100%	2156	100%
Number of Children Registered						
0 (parent is pregnant or children in foster care)	16	1%	10	1%	26	1%
1	721	58%	548	70%	1269	63%
2	348	28%	175	22%	523	26%
3	114	9%	35	4%	149	7%
4	36	3%	12	2%	48	2%
5	1	0%	0	0%	1	0%
Total	1236	99%	780	99%	2016	99%

Table 6. Participation in Family Literacy Instructional Components

Hours of Instruction During 1999-2000	Number	Percent
Adult Education for Adult Participants		
0.25-11 hours	392	20%
12-49 hours	675	35%
50-99 hours	335	17%
100-199 hours	255	13%
200 or more hours	270	14%
Total	1927	99%
Average Number of Hours (median)	39.8	
Average Number of Hours for Enrolled Adults (12 hours or more)	61.0	
Parent Education for Enrolled Adult Participants		
0.25-11 hours	524	38%
12-49 hours	662	47%
50-99 hours	125	9%
100-199	62	4%
200 or more hours	24	2%
Total	1397	100%
Average Number of Hours (median)	17.0	
Early Childhood Education for Children in a Family with an Enrolled Adult		
0.25-11 hours	164	11%
12-49 hours	333	21%
50-99 hours	200	13%
100-199	233	15%
200-399	268	17%
400 or more hours	366	23%
Total	1564	100%
Average Number of Hours (median)	129.8	
PACT for Families with an Enrolled Adult		
0.25-11 hours	484	37%
12-49 hours	583	45%
50-99 hours	171	13%
100 or more hours	69	5%
Total	1307	100%
Average Number of Hours (median)	18.0	
Home Visits for Families with an Enrolled Adult		
1-2 Visits	189	26%
3-4 Visits	100	14%
5-6 Visits	76	10%
7-8 Visits	77	10%
9-10 Visits	58	8%
11-15 Visits	111	15%
16 or more visits	122	17%
Total	733	100%
Average Number of Visits (median)	7.0	

Table 7. Length of Time in Program

Number of Months in the Program	Number	Percent
Less than 1 month (less than 30 days)	102	5%
1-3 months (30-90 days)	295	15%
4-6 months (91-180 days)	498	25%
7-9 months (181-270 days)	438	22%
10-12 months (271-365 days)	194	10%
13-24 months (366-730 days)	283	14%
25 or more months (731+ days)	177	9%
Total	1987	100%
Average Number of Months in Program for All Families (median)		6.9 months (211 days)
Average Number of Months in Program for Families with Enrolled Adult (12 hours or more of adult education)		7.2 months (221 days)

Table 8. Recruitment Factors

	Number	Percent
How Adult Found Out About the Program		
Relative, friend, acquaintance	604	31%
Community agency/human service agency	460	24%
School/college counselor/teacher	164	9%
Handout, mailed leaflet	111	6%
Previously studied ABE/GED or Adult Literacy	110	6%
School Board, IU, School Announcement	100	5%
Rehab. Counselor, caseworker, OES job service	89	5%
PIC/JTPA, SPOC program	58	3%
Newspaper, radio, TV	29	2%
Sign, billboard, phone book	20	1%
Institution (group home) personnel	20	1%
Court: Probation, parole, etc.	19	1%
Clergy/church group	9	0%
Employer/union-worksite announcement	8	0%
Library/other independent	6	0%
Military recruiter	4	0%
Political/public official	1	0%
Other (none of the above)	118	6%
Total	1930	1%
Reason for Participating in Program (at end of program year/exit)		
Improve basic skills	730	40%
Get GED	968	53%
Learn English	351	19%
Get a job	495	27%
Help child to develop skills	1012	55%
Help child with school work	610	33%
Qualify for further educational opportunities	267	15%
Self-satisfaction/social reasons	440	24%
Require by another agency	80	4%
Not sure	8	0%
Other	157	9%

Table 9. Retention Factors by Enrollment Status

Reasons for Leaving	Less than 12 Hours of Adult Ed Instruction (n=1296) Number	Percent	12 or More Hours of Adult Ed Instruction (n=334) Number	Percent	
Employment/Advanced in Job	38	11%	126	10%	
Attends Other Educational Program	17	5%	32	2%	*
Moved/Moving	27	8%	95	7%	
No Longer Eligible	4	1%	22	2%	
Scheduling Problems	43	13%	51	4%	***
Lack of Interest	62	19%	95	7%	***
Transportation Problems	10	3%	30	2%	
Childcare Problems	6	2%	18	1%	
Not What Expected	3	1%	8	1%	
Information Not Available	19	6%	48	4%	
Other	46	14%	200	15%	
End of Program Year	44	13%	268	21%	**
Continued/NA	98	29%	528	41%	***

* p<.05
** p<.01
*** p<.001

Table 10. Factors Related to Hours of Participation in Adult Education

Factors	Hours >0 - 11	12 - 49	50+	median
	percent (%)			
ESL status (on exit/end of program year)				
Yes	11.0%	24.1%	64.9%	73.5
No	21.4%	36.9%	41.8%	36.0
Race/Ethnicity				
Caucasian	26.3%	39.1%	34.6%	28.0
Hispanic	13.3%	23.4%	63.3%	72.5
African-American	15.5%	32.6%	51.9%	56.0
Other	14.1%	35.9%	50.0%	48.0
Household Status (on exit/end of program year)				
Two-parent	22.1%	35.9%	42.0%	36.0
Head, single parent	20.6%	35.7%	43.7%	39.0
Dependent member of household	18.8%	43.8%	37.5%	38.8
Dependent & single parent	9.9%	36.6%	53.5%	56.0
Living in group quarters	5.2%	20.7%	74.1%	165.4
Employment Status (on exit/end of program year)				
Full-time	24.6%	35.4%	39.9%	36.0
Part-time	22.0%	33.3%	44.7%	39.0
Unemployed, available for work	17.0%	34.8%	48.2%	46.0
Not Looking for work	22.1%	41.3%	36.6%	30.0
Unavailable for Work	12.1%	29.9%	58.0%	69.0
Public Assistance Status				
Yes	17.9%	37.2%	44.8%	39.0
Yes, but level of assistance decreased	28.2%	29.3%	42.5%	34.0
No	20.1%	35.2%	44.7%	41.1
Family Moved to Different Residence During Program Year				
Yes	20.7%	39.2%	40.1%	35.0
No	18.6%	33.9%	47.4%	46.3
Number of Active Children in Household				
1 or 2	19.5%	35.3%	45.2%	40.8
3 or more	28.3%	33.7%	38.0%	27.0
Reasons for Leaving the Program				
Employment/advanced in job				
Yes	23.2%	41.5%	35.4%	30.4
No	20.2%	34.4%	45.4%	40.5
Attend other educational program				
Yes	34.7%	30.6%	34.7%	26.0
No	20.1%	35.3%	44.7%	39.8
Scheduling Problems				
Yes	45.7%	39.4%	14.9%	13.0
No	18.9%	34.9%	46.2%	42.0
Lack of interest				
Yes	39.5%	35.0%	25.5%	16.0
No	18.5%	35.2%	46.4%	43.5
End of program year				
Yes	14.1%	34.6%	51.3%	53.0
No	22.0%	35.2%	42.7%	37.0
Continuing				
Yes	15.7%	29.1%	55.3%	62.6
No	23.5%	38.9%	37.6%	30.0

Table 11A. Analysis of Adults' Pretest and Posttest Scores on Skill Assessments: Overall Gains[a]

Area	Number	Pretest Mean	Post Test Mean	Mean Difference (Post - Pre)	t	
TABE (Complete Battery and Survey)						
Reading Total	179	520.7	545.5	24.8	5.657	***
Math Computation	49	513.7	547.0	33.3	3.043	**
Applied Math	94	490.5	525.2	34.7	4.382	***
Math Total	104	479.6	517.9	38.3	5.613	***
Language Total	113	497.4	526.8	29.3	3.945	***
Spelling	102	506.8	523.0	16.2	2.036	*
GED						
Writing Skills	53	41.3	45.4	4.1	5.958	***
Social Studies	47	44.0	47.7	3.7	4.748	***
Science	53	43.2	46.4	3.1	4.088	***
Literature & the Arts	44	44.5	48.3	3.8	4.302	***
Mathematics	47	39.8	45.8	6.0	7.295	***
Composite	30	220.6	233.9	13.3	3.731	***
ABLE						
Vocabulary	18	671.3	677.7	6.4	1.243	
Reading Comprehension	20	661.4	676.8	15.4	1.319	
Spelling	18	700.8	700.3	-0.4	-0.038	
Language	17	641.9	644.9	3.0	0.560	
Number Operations	19	650.6	665.2	14.6	2.004	
Problem Solving	19	657.7	679.1	21.4	3.186	**
CASAS						
Life Skills Reading	13	222.0	227.4	5.4	3.262	**
Life Skills Math	10	213.0	216.6	3.6	1.096	
BEST						
Total Core Oral	36	34.6	44.7	10.1	3.819	***
Total Literacy	62	43.6	55.5	11.9	6.764	***

[a] At least 30 days elapsed between pretest and posttest administrations.

* p<.05 ** p<.01 *** p<.001

Table 11B. Analysis of Adults' Pretest and Posttest Scores on Skill Assessments: Short-term Gains[a]

Area	Number	Pretest Mean	Post Test Mean	Mean Difference (Post - Pre)	t	
TABE (Complete Battery and Survey)						
Reading Total	137	526.0	548.5	22.4	5.236	***
Math Computation	46	518.4	542.9	24.5	2.719	**
Applied Math	82	496.5	530.7	34.2	4.593	***
Math Total	75	491.5	528.9	37.4	5.205	***
Language Total	82	513.7	539.2	25.5	3.307	***
Spelling	77	517.1	539.1	22.0	2.425	*
GED						
Writing Skills	47	41.9	45.3	3.4	4.870	***
Social Studies	40	45.0	47.8	2.8	3.383	**
Science	45	43.9	46.8	2.9	3.389	***
Literature & the Arts	37	46.1	48.5	2.4	2.813	**
Mathematics	41	41.2	46.2	5.0	6.550	***
Composite	30	220.6	233.9	13.3	3.731	***
ABLE						
Vocabulary	18	671.3	677.7	6.4	1.243	
Reading Comprehension	19	663.1	676.4	13.3	1.100	
Spelling	18	700.8	700.3	0.4	0.038	
Language	17	641.9	644.9	3.0	0.560	
Number Operations	18	651.6	666.2	14.6	1.893	
Problem Solving	18	659.9	680.7	20.8	2.947	**
CASAS						
Life Skills Reading	12	220.2	225.8	5.6	3.134	**
Life Skills Math	10	213.0	216.6	3.6	1.096	
BEST						
Total Core Oral	25	31.9	36.2	4.3	1.744	
Total Literacy	45	42.1	54.1	12.0	5.330	***

[a] At least 30 days elapsed between test administrations. Scores from the last test and next-to-last test are compared for those adult receiving three or more test administrations.

* p<.05 ** p<.01 *** p<.001

Table 12: Personal Goals of Adults (n=1721)

Personal Goals	Goal Listed		Goal Met (if listed)	
	Number	Percent	Number	Percent
Academic-related	1350	78%	407	30%
GED-related	880	51%	118	13%
Pass GED	861	50%	113	13%
Complete a section of the GED	16	1%	4	25%
Complete the Practice GED	5	0%	1	20%
Other Academic Goals	801	46%	312	39%
Further education	323	19%	52	16%
Improve academic skills	507	29%	265	52%
Obtain certification (CPR, First Aid, nutrition)	5	0%	2	40%
Family/Parenting	469	27%	270	58%
Develop parenting skills	323	19%	194	60%
Help children with schoolwork	111	6%	67	60%
Make a better life for family	27	2%	10	37%
Serve as a role model for children	13	1%	4	31%
Spouse to be more active with family	2	0%	1	50%
Custody issues	22	1%	4	18%
Employment	710	41%	247	35%
Get a job or a better job	586	34%	175	30%
Develop computer skills	148	9%	71	48%
Decrease or discontinue public assistance	20	1%	3	15%
Quality of Life/Personal Goals	554	33%	200	36%
Get a driver's license	203	12%	35	17%
Obtain better housing/Buy a home	121	7%	35	29%
Self-fulfillment/social acceptance/self-esteem	138	8%	54	39%
Health issues	51	3%	25	49%
Finances	49	3%	26	53%
Citizenship	43	3%	25	58%
Obtain a library card	23	1%	14	61%
Get out of jail	6	0%	1	17%
Improve English Skills	286	17%	150	52%
Improve English speaking skills	275	16%	142	52%
Improve English reading skills	13	1%	9	69%

Table 13: Parent's Goals for Participating Child (n=1527)

Parent's Goals for Child	Goal Listed		Goal Met (if listed)	
	Number	Percent	Number	Percent
School-related/Academics	1035	68%	475	46%
Be prepared to enter school	128	8%	60	47%
Do well in school/graduate from school	385	25%	118	31%
Increase child's interest in school/ complete assigned school work	77	5%	46	60%
Increase academic skills	534	35%	263	49%
Mainstream child	1	0%	0	0%
Enroll in program/summer programs	81	5%	49	61%
Reading (not related to school)	143	9%	85	59%
Read/learn for pleasure/library	143	9%	85	59%
Parenting related	202	13%	142	70%
Become more involved with child	202	13%	142	70%
Develop social/emotional skills	578	38%	299	52%
Improve social skills	252	17%	145	57%
Learn coping skills	42	3%	21	50%
Improve self-esteem/build self-confidence	47	3%	19	40%
Improve behavior	204	13%	102	50%
Responsibility	146	10%	58	40%
Developmental/Health	300	20%	150	50%
Develop normally	152	10%	74	49%
Be healthy	65	4%	34	52%
Improve motor skills	70	5%	33	47%
Basic needs	49	3%	27	55%
Future Success and Happiness	206	13%	24	12%
Achieve success/future happiness	206	13%	24	12%
Develop English/Language Skills	118	8%	61	52%
Learn English/develop language skills	118	8%	61	52%
Obtain Support Services	60	4%	38	63%
Support services for child/therapy	60	4%	38	63%

Table 14A. Analysis of Pretest and Posttest Parent-Child Literacy Activities Scores: Short-term Gains[a]

Parent-Child Literacy Activities	Number	Pretest Mean	Post Test Mean	Mean Difference (Post - Pre)	t	
Reading Activities						
Frequency parent reads to child	848	3.22	3.68	0.46	11.513	***
Frequency child reads to parent	639	2.94	3.32	0.38	7.382	***
Frequency child reads for fun	632	3.17	3.59	0.43	8.293	***
Frequency parent takes child to place with a large number of books	692	2.40	2.98	0.58	9.265	***
Volunteering in the School						
Frequency parent volunteers in child's classroom	472	2.29	2.53	0.24	3.143	**
Frequency parent volunteers for other school activities	464	2.10	2.39	0.29	3.913	***
Other Aspects of School Involvement						
Frequency talk with child about school	500	4.73	4.79	0.07	1.607	
Parent's comfort with how child doing in school	482	2.68	2.74	0.06	2.312	*
Parent know how to find out how child is doing in school	481	1.97	2.00	0.02	2.861	**
Frequency parent speaks with child's teacher	486	5.10	5.21	0.11	1.898	
Time Spent Doing Activities Together						
Amount of time parent spends with child each day	804	5.64	5.66	0.02	0.589	
Amount of time child spends with friends or siblings each day	786	5.23	5.37	0.14	2.760	**

[a] At least three months but no more than 12 months elapsed between pretest and posttest administrations.
* p<.05 ** p<.01 *** p<.001

Table 14B. Comparison of Gains Between Pretest and Posttest on Parent-Child Literacy Activities Made by Long-term and Newer Participants[a]

Parent-Child Literacy Activities	Mean Gain: Newer Participants	Mean Gain Long-Term Participants	Difference in Gains Betw/Long-term and Newer Participants	t
Reading Activities				
Frequency parent reads to child	0.51	0.73	0.22	3.071 **
Frequency child reads to parent	0.46	0.76	0.30	3.001 **
Frequency child reads for fun	0.51	0.76	0.25	2.681 **
Frequency parent takes child to place with a large number of books	0.82	0.83	0.01	0.063
Volunteering in the School				
Frequency parent volunteers in child's classroom	0.36	0.07	-0.29	-1.757
Frequency parent volunteers for other school activities	0.43	0.25	-0.18	-1.175
Other Aspects of School Involvement				
Frequency talk with child about school	0.11	0.34	0.23	3.119 **
Parent's comfort with how child doing in school	0.10	0.17	0.07	1.282
Parent know how to find out how child is doing in school	0.09	0.05	-0.04	-0.573
Frequency parent speaks with child's teacher	0.32	0.07	-0.25	-2.162 *
Time Spent Doing Activities Together				
Amount of time parent spends with child each day	0.04	0.01	-0.03	-0.469
Amount of time child spends with friends or siblings each day	0.13	0.39	0.26	2.804 **
Number of months between pretest and posttest	5.8 months	16.7 months	10.9 months	61.289***

[a] Gains are adjusted for pretest scores. Long-term participants entered a family literacy program during the 1998-1999 program year and a minimum of 12 months elapsed between pretest and posttest administrations. Newer participants entered during the 1999-2000 program year; less than 12 months elapsed between pretest and posttest administrations.

* p<.05 ** p<.01 *** p<.001

Table 15a. Analysis of Time 1 and Time 2 Family Literacy WSS Developmental Checklist Scores

Domain	Number	Time 1 mean	Time 2 Mean	Mean Difference (Time 2 - Time 1)	t	
P-3						
Chronological Age (in months)	23	40	46	6		
Personal & Social Development	23	2.21	2.70	0.49	7.182	***
Language & Literacy	23	2.18	2.68	0.50	8.016	***
Mathematical Thinking	23	1.83	2.52	0.69	9.034	***
Scientific Thinking	23	1.94	2.60	0.66	7.719	***
Social Studies	23	1.81	2.44	0.63	9.509	***
The Arts	23	1.99	2.60	0.61	7.790	***
Physical Development	23	2.29	2.77	0.47	6.507	***
P-4						
Chronological Age (in months)	31	56	61	5		
Personal & Social Development	31	2.42	2.77	0.35	6.490	***
Language & Literacy	31	2.47	2.78	0.31	6.816	***
Mathematical Thinking	31	2.32	2.67	0.35	6.603	***
Scientific Thinking	31	2.20	2.65	0.45	5.845	***
Social Studies	31	2.09	2.53	0.44	9.817	***
The Arts	31	2.41	2.72	0.31	4.430	***
Physical Development	31	2.69	2.84	0.15	2.257	*
K						
Chronological Age (in months)	9	64	69	5		
Personal & Social Development	9	2.62	2.86	0.24	2.518	*
Language & Literacy	9	2.19	2.60	0.41	3.800	**
Mathematical Thinking	9	2.15	2.44	0.29	2.088	
Scientific Thinking	9	2.10	2.65	0.55	3.299	*
Social Studies	9	2.26	2.62	0.36	2.988	*
The Arts	8	2.40	2.77	0.37	3.100	*
Physical Development	9	2.40	2.71	0.31	2.346	
	*					

* $p<0.5$ ** $p<0.1$ *** $p<0.001$

Table 15b. Comparison of Time 1 and Time 2 COR Scores

Domain	Number	Time 1 mean	Time 2 Mean	Mean Difference (Time 2 - Time 1)	t	
Chronological Age (in months)	96	49	54	5		
Initiative	96	2.98	3.78	0.80	10.755	***
Social Relations	95	2.87	3.80	0.92	11.777	***
Creative Representation	96	3.07	3.80	0.73	11.320	***
Music and Movement	96	3.27	3.95	0.68	10.491	***
Language and Literacy	95	2.54	3.26	0.71	13.406	***
Logic and Mathematics	95	2.47	3.27	0.80	12.367	***
Overall Average	96	2.87	3.64	0.77	13.901	***

*** p<.001

Table 15c. Comparison of Time 1 and Time ELAP Scores

Domain	Number	Time 1 mean	Time 2 Mean	Mean Difference (Time 2 - Time 1)	t	
Chronological Age (in months)	148	16	21	5		
Gross Motor	145	16.03	20.37	4.34	15.974	***
Fine Motor	145	15.83	20.32	4.48	12.254	***
Cognitive	146	15.32	19.49	4.17	15.923	***
Language	143	15.08	19.21	4.13	15.162	***
Self-Help	120	19.25	24.04	4.79	12.402	***
Social/Emotional	142	17.02	22.63	5.61	12.864	***

*** p<.001

Table 15d. Comparison of Time 1 and Time LAP-R Scores

Domain	Number	Time 1 mean	Time 2 Mean	Mean Difference (Time 2 - Time 1)	t	
Chronological Age (in months)	126	50	56	6		
Gross Motor	120	52.60	60.10	7.50	11.940	***
Fine Motor	122	50.91	55.92	5.01	8.515	***
Cognitive	123	51.13	57.11	5.98	9.873	***
Language	120	49.45	55.05	5.60	6.904	***
Self-Help	121	53.83	60.20	6.37	7.879	***
Personal/Social	118	50.06	57.25	7.19	9.608	***
Pre-Writing	119	48.00	55.36	7.36	11.277	
	***					

*** p<.001

Table 16a. Comparison of Intervention and Comparison Group Scores for the COR[a]

Developmental Skill Area	n	Adjusted Mean Test Score: Intervention Group	Adjusted Mean Test Score: Comparison Group	Diff. Betw/ Intervention & Comparison Groups	t	p-value
p-value						
Initiative	164	3.6	2.9	0.7	6.9	***
Social Relations	125	3.6	2.8	0.9	7.1	***
Creative Representation	126	3.7	3.1	0.6	5.6	***
Music and Movement	126	3.8	3.2	0.6	5.9	***
Language and Literacy	125	3.1	2.5	0.6	6.8	***
Logic and Mathematics	126	3.1	2.5	0.6	6.3	***
Overall Average	126	3.5	2.8	0.7	7.5	***

[a]Mean scores are adjusted for intra-child correlation across tests and the age of the child at the time of the test using a generalized least squares (GLS) model. In order to increase comparability between the intervention and comparison groups, the analysis was restricted to those children whose parents were enrolled in the program during the 1999-2000 program

*** p<.001

Table 16b. Comparison of Intervention and Comparison Group Scores for the WSS[a]

Domain	n	Adjusted Mean Test Score: Intervention Group	Adjusted Mean Test Score: Comparison Group	Diff. Betw/ Intervention & Comparison Groups	t	p-value
p-value						
Personal & Social Development	124	2.7	2.4	0.3	5.6	***
Language & Literacy	124	2.6	2.4	0.2	4.2	***
Mathematical Thinking	124	2.5	2.1	0.4	6.0	***
Scientific Thinking	123	2.6	2.1	0.5	6.1	***
Social Studies	124	2.4	2.1	0.4	6.0	***
The Arts	123	2.6	2.3	0.4	4.8	***
Physical Development	124	2.7	2.6	0.2	2.9	**

[a] Mean scores are adjusted for intra-child correlation across tests, the age of the child at the time of the test, and WSS form using a generalized least squares (GLS) model. In order to increase comparability between the intervention and comparison groups, the analysis was restricted to those children whose parents were enrolled in the program during the 1999-2000 program

** p<.01 *** p<.001

Table 16c. Comparison of Intervention and Comparison Group Scores for the ELAPa

Area	n	Adjusted Mean Test Score: Intervention Group	Adjusted Mean Test Score: Comparison Group	Diff. Betw/ Intervention & Comparison Groups	t	p-value
Gross Motor	368	18.6	18.5	0.1	0.2	
Fine Motor	367	18.4	18.3	0.1	0.1	
Cognitive	368	17.6	17.9	-0.4	-0.9	
Language	365	17.6	17.3	0.2	0.7	
Self-Help	321	21.8	21.6	0.2	0.4	
Social/Emotional	366	20.6	20.0	0.6	1.1	

a Mean scores are adjusted for intra-child correlation across tests and the age of the child at the time of the test using a generalized least squares (GLS) model. In order to increase comparability between the intervention and comparison groups, the analysis was restricted to those children whose parents were enrolled in the program during the 1999-2000 program

Table 16d. Comparison of Intervention and Comparison Group Scores for the LAP-Ra

Area	n	Adjusted Mean Test Score: Intervention Group	Adjusted Mean Test Score: Comparison Group	Diff. Betw/ Intervention & Comparison Groups	t	p-value
Gross Motor	256	57.9	55.5	2.4	2.6	**
Fine Motor	255	53.9	52.3	1.6	2.1	*
Cognitive	261	54.3	52.9	1.4	1.9	
Language	257	52.0	49.4	2.5	2.8	**
Self-Help	254	58.1	56.7	1.4	1.6	
Personal/Social	249	54.3	52.0	2.3	2.7	**
Pre-Writing	253	52.4	49.8	2.6	3.1	**

a Mean scores are adjusted for intra-child correlation across tests and the age of the child at the time of the test using a generalized least squares (GLS) model. In order to increase comparability between the intervention and comparison groups, the analysis was restricted to those children whose parents were enrolled in the program during the 1999-2000 program

* p<.05 ** p<.01

Table 17. End of the Year School Progress Report

Category	Number	Percent
Child's Overall School Performance		
Novice	44	13%
Partially proficient	107	31%
Proficient	163	47%
Advanced	33	9%
Total	347	100%
Overall Progress Made During the School Year		
Showed a decrease in skills	8	2%
Stayed the same	50	15%
Showed a gain in skills	282	83%
Total	340	100%
How Gains Occurred		
Moved from a lower category	149	56%
Stayed the same	141	34%
Moved from a higher category	32	10%
Total	263	100%
Child's Overall Performance in Reading		
Novice	51	15%
Partially proficient	102	30%
Proficient	149	44%
Advanced	34	10%
Total	336	99%
Child's Overall Performance in Writing		
Novice	62	19%
Partially proficient	97	29%
Proficient	149	44%
Advanced	27	8%
Total	335	100%
Child's Overall Performance in Mathematics		
Novice	38	11%
Partially proficient	95	28%
Proficient	176	52%
Advanced	28	8%
Total	337	99%
Progress Made in Reading During the School Year		
Showed a decrease in skills	10	3%
Stayed the same	58	18%
Showed a gain in skills	259	79%
Total	327	100%
Progress Made in Writing the School Year		
Showed a decrease in skills	7	2%
Stayed the same	75	23%
Showed a gain in skills	241	75%
Total	323	100%

Table 17. Cont. End of the Year School Progress Report

Category	Number	Percent
Progress Made in Mathematics During the School Year		
Showed a decrease in skills	8	2%
Stayed the same	73	23%
Showed a gain in skills	240	75%
Total	321	100%
How Gains in Reading Occurred		
Moved from a lower category	150	61%
Stayed the same	75	31%
Moved from a higher category	19	8%
Total	244	100%
How Gains in Writing Occurred		
Moved from a lower category	128	57%
Stayed the same	79	35%
Moved from a higher category	16	7%
Total	223	99%
How Gains in Mathematics Occurred		
Moved from a lower category	126	56%
Stayed the same	79	35%
Moved from a higher category	21	9%
Total	226	100%
How Progress Was Assessed		
Observation	295	84%
Portfolio	201	57%
Standardized test	147	42%
Other	165	47%
Child Was Promoted to Next Grade Level		
Yes	301	88%
No	43	12%
Total	344	100%
Additional Teacher-Reported Accomplishments Of School Aged Children (total=350)		
Talks positively about school	183	52%
Reads more books	178	51%
Has more friends	173	49%
Is more interested in learning	173	49%
Has an increased involvement in activities	140	40%
Has higher self-esteem	131	37%
Shares more information with adults	127	36%
Displays fewer discipline problems in the classroom	86	25%
Goes to the library more often	41	12%
Other	27	8%

Table 18. Services Received at Exit/End of Program Year for Enrolled Families

Services	Number	Percent
Transportation Services	647	49.2%
Received from Grantee/Partner	561	44.6%
Received from Community Agency on Referral	141	14.3%
Child Care Services	656	49.9%
Received from Grantee/Partner	622	47.5%
Received from Community Agency on Referral	73	8.0%
Health Related Services	483	37.0%
Received from Grantee/Partner	284	23.4%
Received from Community Agency on Referral	248	24.8%
Professional Counseling Services	375	28.8%
Received from Grantee/Partner	308	24.1%
Received from Community Agency on Referral	97	10.3%
Translator Services	80	6.2%
Received from Grantee/Partner	65	5.1%
Received from Community Agency on Referral	23	2.5%
Employment and Training Services	423	32.8%
Received from Grantee/Partner	397	30.9%
Received from Community Agency on Referral	60	6.5%
Other Services	148	13.7%
Received from Grantee/Partner	123	11.5%
Received from Community Agency on Referral	44	5.1%

Table 19. Change in Services Received for Enrolled Families

Services from grantee/partner or community agency on referral from family literacy program	Number	Percent
Transportation Services		
New Service (received on exit but not intake)	340	28.6%
Discontinued Receiving Service (received on intake but not exit)	41	3.5%
No Change	807	67.9%
Total	1188	100.0%
Child Care Services		
New Service (received on exit but not intake)	321	27.0%
Discontinued Receiving Service (received on intake but not exit)	40	3.4%
No Change	827	69.6%
Total	1188	100.0%
Health-Related Services		
New Service (received on exit but not intake)	118	10.0%
Discontinued Receiving Service (received on intake but not exit)	268	22.7%
No Change	794	67.3%
Total	1180	100.0%
Professional Counseling Services		
New Service (received on exit but not intake)	176	15.0%
Discontinued Receiving Service (received on intake but not exit)	62	5.3%
No Change	937	79.7%
Total	1175	100.0%
Translator Services		
New Service (received on exit but not intake)	68	5.9%
Discontinued Receiving Service (received on intake but not exit)	8	0.7%
No Change	1084	93.4%
Total	1160	100.0%
Employment and Training Services		
New Service (received on exit but not intake)	237	20.3%
Discontinued Receiving Service (received on intake but not exit)	32	2.7%
No Change	899	77.0%
Total	1168	100.0%
Receiving One or More Support Services		
Receiving Services on Exit but None on Intake	213	17.8%
Discontinued Receiving Service (received on intake but not exit)	115	9.6%
No Change	870	72.6%
Total	1198	100.0%

Table 20. Children's Support Service Needs Identified Since Registration for Children in Enrolled Families

Support Service Needs	Even Start Programs		Act 143 Programs		Total	
	Number	Percent	Number	Percent	Number	Percent
Early Intervention	31	3.0%	46	7.4%	77	4.6%
Title I	31	3.0%	7	1.1%	38	2.3%
ESL	51	4.9%	15	2.4%	66	3.9%
Special Education	32	3.0%	14	2.3%	46	2.8%
Speech	42	4.0%	36	5.8%	78	4.7%
Other	22	2.1%	26	4.2%	48	2.9%
None	874	83.3%	499	80.2%	1373	82.2%

Table 21. Change in Employment, Income and Welfare Status

Change in Status	Number	Percent
Change in Employment Status (enrolled adults)		
Intake: Unemployed, Available for Work		
Exit:		
Employed Full-time	57	9.9%
Employed Part-time	62	10.8%
Unemployed, Available for Work	286	49.7%
Not Looking for Work	170	29.6%
Intake: Not Looking for Work		
Exit:		
Employed Full-time	17	4.4%
Employed Part-time	31	8.0%
Unemployed, Available for Work	89	22.9%
Not Looking for Work	251	64.7%
Intake: Employed Part-time		
Exit:		
Employed Full-time	26	18.8%
Employed Part-time	74	53.6%
Unemployed, Available for Work	23	16.7%
Not Looking for Work	15	10.9%
Intake: Employed Full-time		
Exit:		
Employed Full-time	82	66.7%
Employed Part-time	17	13.8%
Unemployed, Available for Work	15	12.2%
Not Looking for Work	9	7.3%
Summary: Change in Employment Status		
Unemployed (intake) to Employed (exit)	167	13.5%
Employed (intake) to Unemployed (exit)	66	5.3%
No Change in Status	1006	81.2%
Total*	1239	100.0%

* Includes 15 employed adults in which full-time/ part-time status was not specified.

Table 21. Change in Employment, Income and Welfare Status (cont.)

Change in Status	Number	Percent
Change in Employment Status (enrolled adults)		
Employed Participants with Benefits (enrolled adults)		
At Intake	53	28.8%
At Exit	113	31.7%
On Public Assistance (enrolled adults)		
On assistance at intake but level is decreased or not receiving assistance at exit/ end of year	191	16.7%
On assistance at intake & exit/end of year	464	40.6%
Not on assistance at intake or exit	379	33.1%
Not on assistance at intake but receiving assistance at exit	110	9.6%
Total	1144	100.0%
Change in Family Income Between Intake and Exit (enrolled families)		
No change	771	69.9%
Increased $3,000	93	8.4%
Increased $6,000 or more	84	7.6%
Decreased $3,000	91	8.3%
Decreased $6,000 or more	64	5.8%
Total	1103	100.0%
Average change in family income between intake and exit		+$120.
Average Family Income at Intake (mean)		$7,680
Average Family Income at Exit (mean)		$7,800

Table 22: Results From Partners Survey: 1999/2000 PY

Question	Number	Percent
2. How long has your agency been a partner with the family literacy program?		
Less than 1 year	29	19%
1-2 years	52	34%
2-3 years	27	17%
More than 3 years	46	30%
Total	154	100%
3. During the past 12 months, how often have people from your organization talked with family literacy staff about the overall operation of family literacy program?		
At least once a week	25	16%
2 or 3 times per month	36	23%
7 to 12 times over the year	37	24%
3 to 6 times over the year	28	18%
1 to 2 times over the year	25	16%
Not in the past year	5	3%
Total	156	100%

Table 22: Results From Partners Survey: 1999/2000 PY (cont.)

Question	Number	Percent
4. During the past 12 months, how often have people from your organization talked with family literacy staff about the needs of specific families being served by the family literacy program?		
At least once a week	20	13%
2 or 3 times per month	32	21%
7 to 12 times over the year	32	21%
3 to 6 times over the year	31	20%
1 to 2 times over the year	15	10%
Not in the past year	25	16%
Total	155	100%
5. During the past 12 months, how often do people from your organization talk with family literacy staff about the progress of specific families being served by the family literacy program?		
At least once a week	18	12%
2 or 3 times per month	29	19%
7 to 12 times over the year	28	18%
3 to 6 times over the year	25	16%
1 to 2 times over the year	20	13%
Not in the past year	33	22%
Total	153	100%
6. Types of Services Agency Provides to Families		
a. Adult basic & literacy education		
Not provided	79	68%
Provided, in-kind	28	24%
Provided, cash	9	8%
Total	116	100%
b. GED exam testing		
Not provided	93	84%
Provided, in-kind	13	12%
Provided, cash	5	5%
Total	111	101%
c. Parent education or training		
Not provided	45	37%
Provided, in-kind	61	50%
Provided, cash	16	13%
Total	122	100%
d. Job or vocational training		
Not provided	75	69%
Provided, in-kind	24	22%
Provided, cash	9	8%
Total	108	99%
e. Nutrition education		
Not provided	60	52%
Provided, in-kind	45	39%
Provided, cash	11	9%
Total	116	100%

Table 22: Results From Partners Survey: 1999/2000 PY (cont.)

Question	Number	Percent
f. Early childhood education		
Not provided	46	41%
Provided, in-kind	55	49%
Provided, cash	11	10%
Total	112	100%
g. Elementary education		
Not provided	82	81%
Provided, in-kind	16	16%
Provided, cash	3	3%
Total	101	100%
h. Early intervention services		
Not provided	67	66%
Provided, in-kind	29	29%
Provided, cash	5	5%
Total	101	100%
i. Educational or career counseling		
Not provided	68	62%
Provided, in-kind	29	27%
Provided, cash	12	11%
Total	109	100%
j. Family counseling		
Not provided	79	74%
Provided, in-kind	22	21%
Provided, cash	6	6%
Total	107	101%
k. Drug and alcohol counseling		
Not provided	90	87%
Provided, in-kind	10	10%
Provided, cash	3	3%
Total	103	100%
l. Psychiatric counseling		
Not provided	99	97%
Provided, in-kind	2	2%
Provided, cash	1	1%
Total	102	100%
m. Library services		
Not provided	66	57%
Provided, in-kind	46	40%
Provided, cash	4	3%
Total	116	100%
n. Transportation		
Not provided	72	63%
Provided, in-kind	24	21%
Provided, cash	19	17%
Total	115	101%
o. Child care/ babysitting		
Not provided	72	64%
Provided, in-kind	22	19%
Provided, cash	19	17%
Total	113	100%

Table 22: Results From Partners Survey: 1999/2000 PY (cont.)

Question	Number	Percent
p. Food services (meals, snacks, free/reduced lunch)		
Not provided	65	59%
Provided, in-kind	31	28%
Provided, cash	15	13%
Total	111	100%
q. Health screenings		
Not provided	75	69%
Provided, in-kind	24	22%
Provided, cash	9	8%
Total	108	99%
r. Housing assistance		
Not provided	76	70%
Provided, in-kind	24	22%
Provided, cash	8	7%
Total	108	99%
7. Types of Things the Agency Provides for Family Literacy Program (n=158)		
Attend family literacy advisory board meetings	58	37%
Provide families with information about the family literacy program	123	78%
Refer families to the family literacy program	125	79%
Provide classroom space for family literacy staff	64	41%
Provide administrative support for the family literacy program (e.g., data management, payroll services, case management)	25	16%
Provide training for family literacy staff	41	26%
Provide salary, wages, or other compensation for family literacy staff	16	10%
Provide instructional supplies and materials for use in the family literacy program	52	33%
Other	36	23%
8. Types of Things the Family Literacy Program Provides for the Agency (n=158)		
Attend agency's advisory board meetings	32	20%
Provide families with information about your organization	115	73%
Refer families to your organization	104	66%
Provide space for your organization's services/ programs	15	9%
Provide transportation for families to participate in your services/programs	22	14%
Provide child care/day care for children while parents participate in your services/programs	20	13%
Provide training for your staff	38	24%
Provide salary, wages, or other compensation for your staff	11	7%
Other	7	4%

Table 22: Results From Partners Survey: 1999/2000 PY (cont.)

Question	Number	Percent
9. What impact does your partnership with the family literacy program have on your organization's mission and purpose?		
Very positive impact	92	59%
Somewhat positive impact	52	33%
No impact	11	7%
Somewhat negative impact	1	1%
Very negative impact	0	0%
Total	156	100%
10. What impact does your partnership with the family literacy program have on the family literacy program's mission and purpose?		
Very positive impact	92	60%
Somewhat positive impact	55	36%
No impact	6	4%
Somewhat negative impact	0	0%
Very negative impact	0	0%
Total	153	100%
11. Ways the Partnership Has Benefited the Agency (n=133)		
Helped us link our clients to family literacy services	45	34%
Expanded access to information about our services to new populations	32	24%
Helped us recruit under-served populations for our services	7	5%
Helped us serve larger numbers of clients	7	5%
Improved outcomes for parents pursuing a GED or other adult basic education	14	11%
Expanded educational services for children	13	10%
Provided opportunities to strengthen our community partnerships	14	11%
Provided training for our staff	8	6%
Other	9	7%
12. Ways in which the Partnership Could Be Improved		
Communication among agencies was improved (e.g., more timely sharing of accurate information or materials about services availability, participation requirements, or eligibility)	23	24%
Collaboration was improved (e.g., shared responsibility, sensitivity, active participation, joint planning)	18	19%
Training on developing effective local partnerships was available	6	6%
Cross-agency training was increased	0	0%

Table 22: Results From Partners Survey: 1999/2000 PY (cont.)

Question	Number	Percent
12. Ways in which the Partnership Could Be Improved		
Bureaucratic obstacles were reduced (e.g., more flexible guidelines, knowledge of organizations' mission and goals)	8	8%
Reporting procedures were streamlined	0	0%
No improvements to current partnership needed	23	24%
Other	24	25%
13. Does your organization provide educational services (i.e., adult education, parent education, early childhood education, job training, nutrition education) as a component of the family literacy program?		
Yes 84	56%	
No 67	44%	
Total	151	100%
14. How long has your organization been providing educational services as a component of the family literacy program?		
Less than 1 year	23	28%
1 - 2 years	31	37%
2 - 3 years	9	11%
More than 3 years	20	24%
Total	83	100%
15. During the past 12 months, how often did your educational staff meet with family literacy staff to discuss integration of the program's educational components?		
At least once a week	14	17%
2 or 3 times per month	13	16%
7 to 12 times over the year	21	25%
3 to 6 times over the year	17	20%
1 to 2 times over the year	11	13%
Not in the past year	7	8%
	83	99%
16. During the past 12 months, how often did your educational staff meet with family literacy staff to discuss progress on specific families, adults, or children?		
At least once a week	13	15%
2 or 3 times per month	16	19%
7 to 12 times over the year	19	23%
3 to 6 times over the year	15	18%
1 to 2 times over the year	12	14%
Not in the past year	9	11%
	84	100%

Table 22: Results From Partners Survey: 1999/2000 PY (cont.)

Question	Number	Percent
17. During the past 12 months, how often did your educational staff meet with family literacy staff to plan instruction?		
At least once a week	10	13%
2 or 3 times per month	10	13%
7 to 12 times over the year	9	12%
3 to 6 times over the year	21	28%
1 to 2 times over the year	12	16%
Not in the past year	13	17%
Total	75	99%
18. During the past 12 months, how often did your educational staff meet with family literacy staff to plan special events for the families?		
At least once a week	4	5%
2 or 3 times per month	9	10%
7 to 12 times over the year	5	6%
3 to 6 times over the year	22	26%
1 to 2 times over the year	21	24%
Not in the past year	25	29%
Total	86	100%
19. What do you perceive to be the three greatest strengths of the family literacy program? (n=140)		
Focus on involving the whole family in education	39	28%
Quality of resources and services for adults	50	36%
Quality of resources and services for children	18	13%
Extent of resources and services for families	40	29%
Knowledgeable staff who are committed to providing services to families	50	36%
Convenience of services (e.g., location, availability, accessibility, flexibility)	42	30%
Emphasis on involving the community in providing services	38	27%
Other	51	36%
20 In what areas could the family literacy program be improved? (n=84)		
Services were provided to new locations in our service area	17	20%
Services were expanded in the existing locations (e.g., expanded hours, expanded number of families served)	18	21%
Funding to support staff or to obtain materials was increased	10	12%
Guidelines for providing services were more flexible	4	5%
Marketing for recruiting more families that need services was improved	24	29%
Other	81	38%

Statistical Notes for Tables

Paired t-tests were used to generate the results presented in Tables 11 and 14. The standard error of the difference is not presented in the table, although it is easily calculated from the information provided. The standard error of the difference equals the mean difference divided by t (i.e., r/t); both of these pieces of information are provided in the tables. The standard deviation of the difference is the standard error of the difference times $\sqrt{n}$, with n indicating the number of cases in the analysis (also provided in the tables). The power of the tests and the sample size needed to have a power of 80% were calculated for those tests in which the sample size was relatively small (less than 200). Power analyses indicate that the power of all of the TABE subtests, except spelling, all of the GED tests, and both of the BEST tests would be 85% or higher if the true effects were as large as those obtained for the analyses presented in Table 11A. The effect size for the paired t-test is the mean difference divided by the standard deviation of the difference (Borenstein, M., Rothstein, H., and Cohen, J., SPSS Inc. *SamplePower 1.0*, 1997). The power of the TABE spelling subtest would be 52% if the true effect was as large as that obtained for the analysis reported in Table 11A. A sample size of 196 would be needed in order to have a power of 80% for the TABE spelling test if the effect size was 0.20 (16.2 divided by the standard deviation of the difference). Power analyses indicate that the power of the ABLE vocabulary, reading comprehension, language, and number operations analyses would be 9% to 52% if the true effects were as large as those obtained for the analyses presented in Table 11A. The sample size needed to achieve a power of 80% would be 38 for the ABLE number operations test, and 91 for the ABLE vocabulary and reading comprehension tests. However, a sample size of 442 would be needed in order to have power of 80% for the ABLE language test, due to the small estimated effect size. The power of the ABLE problem-solving test would be 89% if the true effect was as large as that obtained in the analysis reported in Table 11A. The power of the ABLE spelling test was not calculated since the estimated effect size would be zero at best, using the results presented in Table 11A. The power of the CASAS Life Skills Math test would be 19% if the true effect was 0.35 (3.6 divided by the standard deviation of the difference). A sample size of 66 would be needed in order to have a power of 80%. The power of the CASAS Life Skills Reading test would be 94% if the true effect was 0.96 (5.4 divided by the standard deviation of the difference).

Multiple regression analysis was used to generate the results presented in Table 14B. The model tests whether respondents participating in the program for at least 12 months experienced a significantly greater gain in scores than newer participants, controlling for pretest score. The number of cases used in these analyses was large, ranging from 407 to 797. Regression coefficients estimating the effect of long-term participation in the program, controlling for pretest

score, are presented in the column labeled "Difference in Gains Betw/ Long-term and Newer Participants." The t-statistic tests the significance of the estimated regression coefficient, and the standard error for the regression coefficient is easily calculated by dividing the estimated regression coefficient by t. The increment in R2 due to length of time in the program ranged from 0.006 to 0.01 for those effects that were statistically significant at the 0.05 level. The cumulative R2 in these models ranged from 0.38 to 0.59. For the models in which tenure in the program was not significantly related to gains, the increment in R^2 ranged from 0 to 0.006, with total R^2 ranging from 0.25 to 0.90.

A 2x2 contingency table design was used to generate the results presented in Table 16. The Pearson chi-square statistic was used to test the significance of the relationships between enrollment status and reasons for leaving. As indicated in the table, sample sizes were large: 334 adults had less than 12 hours of adult education instruction and 1,296 had 12 or more hours, resulting in a total sample size of 1,630.

The results presented in Table 16 were generated from a generalized least squares model in which intra-child correlation across tests was controlled, as well as the age of the child at the time of the test. The WSS form used was also controlled in the WSS model (Table 16B). Intra-child correlation across tests was controlled since some children were included in the database twice (i.e., they could be a member of the comparison group prior to program participation and then, after having begun participation, be a member of the intervention group as well). The estimated regression coefficients and t-statistics are maximum-likelihood asymptotic estimates. The statistical model used to generate the results was based on: Judge, G. G., Griffiths, W. E., Hill, R. C., Lütkepohl, H., and Lee, T.-C., *The Theory and Practice of Econometrics*, second ed., New York: John Wiley, 1985, chapter 5 (pp. 143-194). Regression coefficients estimating the effect of participation in the program, controlling for the age at the time of the test and WSS form (when appropriate), are presented in the column labeled "Difference Betw/ Intervention and Comparison Groups." The t-statistic tests the significance of the estimated regression coefficient, and the standard error for the regression coefficient is easily calculated by dividing the estimated regression coefficient by t. Only those children who were new to the Family Literacy program during the program year were included in the comparison group; this was done in order to ensure that the comparison group scores did not reflect gains from participation in the program from prior years. In order to increase the comparability of the two groups, only those children whose parents (eventually) became enrolled in the Family Literacy program were included in the analysis.

Descriptions of Adult Education Assessment Instruments

The *Tests of Adult Basic and Literacy Education* (TABE) are standardized, norm-reference tests designed to measure adults' basic skills achievement in the content areas of reading, language, mathematics, and spelling. The tests have two formats: The Complete Battery edition and the shorter Survey edition.

The Complete Battery edition provides diagnostic information. Both the Complete Battery and the Survey edition include four overlapping levels (E, M, D, and A) which relate to target grade ranges between 1.6 and 14.9. The Complete Battery edition also includes a fifth level (literacy, or L) relating to a grade range of 0 to 1.9. This level assesses pre-reading and reading skills only.

The administrator uses a Locator Test with both the Survey edition and the Complete Battery edition to help determine which level of a test should be used with a particular student. A Word List is available to assess the reading level of students whose reading abilities are thought to be weak. Administering the World List helps the administrator to determine whether the student can take the Locator Test for placement into Levels E, M, D, or A, or whether the student should take the Level L test.

A Practice Exercise is also available to assist students who have little recent experience with taking standardized, paper and pencil tests.

The Complete Battery and Survey editions are available in two forms, 7, and 8. For Levels L, E, M, D, and A, students listen to or read items and mark their responses directly in the test booklet or on a separate answer sheet. Three types of answer sheets are available. They may be hand-or machine-scored. The tests yield four types of scores: scale scores, percentile ranks, stanines, and grade levels.

The *Basic English Skills Test* (BEST) is a criterion-referenced, standardized assessment designed to measure limited-English speaking adults' achievement of English functional language skills. The test is designed to measure listening comprehension, speaking, reading, and writing, and consists of two sections: an Oral Review Section and a Literacy Skills Section.

The Oral Review Section includes a series of listening comprehension tasks, and yields scaled scores for listening comprehension, communication, and fluency. These scaled scores are combined to yield an Oral Interview Section total score. A reading task and a writing task are also included in the Oral Interview Section. Examinees' results on these two tasks may be used to determine whether it is appropriate to administer them to the Literacy Skills Section.

With the Oral Interview Section, the examiner reads the items out loud and the examinee responds orally. The examiner scores the response and marks it in the Interviewer's Booklet or on a Scoring Sheet.

The Literacy Skills Section includes a series of reading and writing tasks, and yields scaled scores for reading comprehension and writing. These scaled scores are combined to yield an examinee's "Total Literacy Skills". The examiner then transfers them to the Scoring sheet. The BEST is available in two forms, B and C.

The *GED Practice Tests* are standardized, norm-referenced assessments designed to help adults determine their readiness to take the full-length GED tests. The practice tests include the same five subject areas as the full-length GED tests: Writing Skills, Social Studies, Science, Interpreting Literature and the Arts, and Mathematics. As on the full-length GED tests, the Writing test includes an essay portion. There are six forms of the tests available: AA, BB, CC, DD, EE, and FF. Students independently read directions for each test in the test booklets. Responses are marked on a separate answer sheet. Answer sheets may be hand scored. Scores on the tests are reported on the same standard scale score that is used on the full-length tests.

The *Comprehensive Adult Student Assessment System* (CASAS) provides a framework for that links curriculum, assessment, and instruction for adult learners. CASAS developers have identified and organized over 300 basic skills competencies that provide the basis for the system.

A variety of assessment instruments have been developed that can be used to determine an adult's mastery of the competencies in different contexts. CASAS has several subsystems, for example, the Employability Competency System, the Workforce Learning Systems, the Special Populations system, and the Life Skills system, targeted to specific needs of learners and programs. These systems provide a method for identifying learners' functional level, placing them in programs, diagnosing instructional needs, developing instructional plans, assessing learning, and certifying competence. Training is required to order materials and to implement CASAS system components.

Descriptions of Early Childhood Assessment Instruments

The *Work Sampling System* (WSS) is comprised of seven developmental domains, including personal and social development; language and literacy; mathematical thinking; scientific thinking; social studies; the arts; and physical development. Each domain has performance indicators that are rated on a continuum of achievement (1=not yet; 2=in process; and 3=proficient) that show the degree to which children have acquired the skills, knowledge, and behavior reflected in the indicators.

The *Child Observation Record* (COR) includes domains that cover the spectrum of children's development, including initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics. Thirty indicators fall within the six categories and

under each indicator, five statements are listed that describe the child's behavior. Each statement is scored from one to five, where one equals a lower "level" of behavior and five equals a "higher" level. Based on observations of the child, the observer chooses the statement that best describes the highest level of behavior of the child.

The *Learning Accomplishment Profile-Revised* (LAP-R) and *Early Learning Accomplishment Profile* (ELAP) are slightly different assessment instruments, in that scores are in months as opposed to being rated on a scale. Children are observed over a much shorter time period (usually one to two weeks) to determine their "score" in each developmental domain. A "score" in months is a rough estimate of each child's developmental age or skill level. The six domains that measure skill development include gross motor, fine motor, cognitive, language, self-help, and social/emotional (ELAP) or personal/social (LAP-R), and for LAP-R only, pre-writing.

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